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THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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New York, August 30, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said NOW.

WE desire to call the attention of our readers to the unusually interesting collection we place before them this week. Notice the article "Rules and Regulations." In New England they adopt, frame, and hang such things in the school-room. This we would not recommend. They are excellent *ideals* towards which we may aim. The article is full of *suggestion* in theory and some practice. Notice "The Mind.—Abstraction;" "Primary Reading," by an excellent teacher of Methods; "A Biographical Sketch.—Aaron Burr;" "How to Use the Spelling Book," by Supt. Seaver, Boston; "A Geography Lesson," "A Gymnastic Exercise," and an interesting account of "Some Incidents in the N. Y. Evening Schools," by an old teacher in them; "The Ten Commandments of Business," and our new department of "Table Talk."

ONE of the most successful lecturers on educational subjects in this country, remarked at Madison that, on one occasion, Father Taylor, of Andover, Mass., who was a representative of the old generation of teachers, was one of his auditors. At the close of the lecture he said: "I wish I had heard these views before; I should have made a better teacher."

MONSIGNOR CAPEL said at the National Association: "In America you have succeeded in destroying childhood." We do not believe the statement. In no country on the

face of this globe are children more cared for than with us.

If we are destroying children here, what are they doing with them in Italy and Spain? A few statistics would do our Papal envoy good.

AN old friend writes:—

"Oh that we could turn the crank, reverse the engine of relentless time, and wheel back again, for another living of the past years! How we are knocked about at the beck of circumstances!"

No, dear friend, not backward, but forward is the order. The future is better than the past. All along the educational line the command is repeated: "Forward, march!" Let us fall into line and keep step to the inspiring music of the glorious times in which we are living.

THE true teacher daily asks, "What can I do to-day?" Not in a sentimental spirit, but in commonplace earnestness. "How well" is better than "how much." "Must" rules the world now. Successful teachers obey the inner voice of duty. It speaks in tones of command unheard by the world.

"So nigh to grandeur is our dust,
So nigh is God to man,
When Duty whispers low, 'Thou must,'
The soul replies, 'I can.'"

THE *Independent* says:—

"There has been a good deal of nonsense written and said about the wholesale closing of city churches in summer. The number of churches open at any given time the season through is greater than the needs of the church-going population."

True; but cannot the same be said of Central Africa? Churches must *make* the necessity. If they do not, they have no right to claim a commission to live at all.

The "nonsense" consists in sitting down in ease and dignity and expecting the people will flock through open doors. Sinners are like bees—they go in flocks straight to fields of honey. No honey, no bees.

WE have one man among us, who, above all others, ought to be known as the "Apostle of Village and City Improvement." We refer to the HON. B. G. NORTHPROP, of Conn. He has devoted the years of his life to the work of making our land beautiful, cleanly, healthful, and attractive. No greater labor could occupy the attention of any man. As Howard went over Europe as the apostle of reform, so Mr. Northrop is going among the cities and villages of the United States as the apostle of beauty. He advocates the preservation of forests, the setting out of trees, the erection of fountains, the ventilation of public and private buildings—in fact, of whatever is lovely, pure and elevating. He is an able advocate of the best kind of protection, and as such should be cordially received.

WHY cannot educational and church papers take part in political discussion? Why cannot they advocate the election of favorite candidates? The *Independent* has been until recently an outspoken "bolter," while the *Christian Union* more prudently

supports the candidates of no party, but promises to tell the truth about them all with judicial impartiality. The general opinion seems to be that education and religion should not be mixed up with politics. We have an idea that it would be better for all parties if they had a little more of both these elements not only mixed up but chemically united with their platforms and speeches. It is not of so much consequence that the great political conventions should be opened with prayer as that they should be conducted in the spirit of truth and decency. Lying for a candidate is as great a sin as lying against him.

WE object to the use of the word "Prohibition" as a synonym for Protection. The Prohibition party has an undoubted right to live, for its principles are excellent. It battles an ancient and deadly foe, but it forms only one branch of the Party of Protection, which constitutes a vast army from all parties, denominations and creeds. Its watchword is "Down and away with evil." It looks out over the world of misery, and seeing the cause of it all, announces a crusade against the occupation of what is holy by the unholy, what is clean by the unclean, what is good by the bad. Each member of this party is armed against wrong wherever and whenever it may be found. Blows are struck as upon a deadly serpent, until it lies powerless on the ground. Every true teacher is a member of this army, and we glory in being advocates of what will certainly guard tender infancy, as well as helpless age, from unconquered and ancient wrongs. One of the most powerful weapons we can use is the "New Education," for its principles are as broad and beneficent as the greatest lover of humanity could possibly desire. We are in earnest. Why should we not be?

A FALLACY is a constructive lie, while a humbug is a downright one, whether it be a white elephant, a woolly horse, or the latest school-book advertised as the best of its kind. A writer in a late magazine asks quite earnestly, "What is the matter with the human race?" and he seems to come to the psalmist's decision when he exclaimed, "I said in my wrath that all men are liars." He concludes that many persons will not even believe what they read in a newspaper. This is certainly strange. Would he include our paper in the catalogue?

The real difficulty with our money centers is the want of confidence, which, in fact, means want of honesty. It cannot always be told what a man means by what he says or does. So no one wants to trust except upon the most undoubted and tangible security. If we were educated properly we would never have panics or failures. The difficulty with us now is we have a head and impulse culture, but not enough moral ballast. We carry too much sail without a corresponding quantity of reserve moral power in the hold to keep us right side up.

For the SCHOOL JOURNAL.

THE MIND.—II.

ABSTRACTION.

The child at first perceives nothing distinctly. Its first lesson in gaining knowledge is to separate objects—to draw away one thing from its associate things. This is the first step in "abstraction." The child does not know *himself* for some time. A boy has been known to bite his own arm, as though it had been a foreign object. Children always speak of themselves as of another person. They are continually saying, "Mary wants some milk," or "Johnnie must have some candy." Generally during the third year there is a substitution of "me," "I," and "my" for the proper name, and this marks the commencement of a clear idea of the individual self. Now the recognition of personal feelings of pleasure, pain, hopes, and fears, begins to be realized.

The higher idea of the mental self—the power of turning the mind inward and noticing mental processes, marks a much later period in mental growth. In fact, this period is often never reached by many whose mind culture is neglected or misapplied. Teachers should carefully watch the beginning of this most important faculty. The following hints will be of value in pursuing this most interesting investigation:

1. It seems to be certain that children attribute life to everything they see. They seem to think *everything* can move and talk. A little girl of five once said to her mother, "Ma, I do think this whoop must be alive, it goes whenever I want it to." The mind soon gets the power of discriminating between living and dead things. But even after this power is acquired there is delight in playing with dolls, sticks, and small stones, as though they were men and women, horses, or cats and dogs. This habit marks the connection between the old infantile notions and the higher ideas of abstraction, and especially imagination.

2. The second step in the growth of abstraction, is the power of attributing definite feelings to others, as wise, kind, and good, or their opposites. These qualities become personified in mother, father, brother, or sister, so that the very sight of these persons is certain to excite the feeling in them with which they are associated. The presence of a certain person has given them joy. He goes away, but when he returns and the child sees him, instantly the same feeling is excited again. Or a certain person has caused fear. The return of this individual is sure to make the child afraid, and it cries, as if in great danger, and will not be pacified until the obnoxious personification of fear goes away. Thus we see the commencement of the faculties of *abstraction, association and imagination*. How common is it to talk to the child through the language of abstract association. Instead of saying "dog," we say "bow-wow," or "cat" we say "meow." The language is understood. But it must be noticed that at first the words apply to all cats and dogs. There is no discrimination. Abstraction has not grown enough. One watch is the same as all watches; one name the same as all names. But soon different persons are discriminated: different dogs and cats known and named. Ideas become definitely abstracted and named.

It is very important to the teacher to notice how this growth proceeds and is encouraged in definiteness and distinctness. It is through the power of noting the differences and likenesses. The faculty of *comparison* is early brought into play. At first a goat will be a "bow-wow," and it seizes just as readily a pear for an apple or an orange, but soon these objects stand out clearly in the mind, for the child has noted and remembered differences by means of comparison. Roses and daisies are known, and the mind has acquired new and remarkable powers. It is not necessary to inquire at what age this comes. When it comes it marks a distinct era in the mental growth.

The growth of language keeps pace with the growth of ideas. The use of adjectives commences when abstraction and conception become definitely

developed. The words "big," "hot," "bad," "good," "nice," are soon learned. A boy twenty-two months old, seeing a rook fly over its head, cried out, "big bird!" Teachers should be extremely careful not to give words until the ideas which they embody are certain to be clearly in the mind. Here commences the "New Education." The old masters piled words upon words, with no care to ascertain whether they were understood or not; in fact, they piled them on and crammed them in, fully knowing they were *not* understood. It was a practice not at all productive of mind growth, but rather of its destruction. How soon has a child an idea of number? How soon can it discriminate between yesterday, to-morrow, day before yesterday, and next week? A cat can count. When one was left with only one kitten it was miserable; but when two were left out of five, it was happy. Horses have been known to count as high as three or four. It takes long time before children can distinguish two from three and four, and so on. Our next article will consider the Methods of Developing the Power of Abstraction.

NOTE.—See Sully's "Outlines of Psychology," and Brooks' "Mental Science and Culture."

For the SCHOOL JOURNAL.

SOME INCIDENTS OF THE NEW YORK EVENING SCHOOLS.

BY G. B. HENDRICKSON.

Although denounced by some as "nurseries of truancy," I believe the evening schools are a most useful part of our system of popular education. Any system which keeps the children of the turbulent tenement houses from the streets, even for two hours a day, teaching them order and obedience, if nothing more, must be valuable. But much more than this is done in these schools. I have known lads from ten to fourteen years of age, compelled by misfortune to leave school, to supplement their education admirably in these schools, pushing on till they stood on the platform of the Academy with a diploma of the Evening High School in their hands and possessed of almost a liberal education.

I taught for nearly ten years under Dr. Thos. W. Conklin, Prin. of G. S. No. 55 in this city. He was for twenty years Principal of the North Moore street Evening School in the Fifth Ward of this city, and richly earned by his assiduity and success the sobriquet of "The Napoleon of Night School teachers."

He was a strong Principal, and his school though very large and situated in a hard neighborhood, was as orderly and well-conducted as any day school. I am glad to learn that under Mr. Samuel Morehouse, Mr. Conklin's successor, it preserves in a good degree its ancient reputation.

I commenced teaching with a class of thirty boys and ended with sixty. Possessing a good microscope, I took it over, placed it on a stand in front of my desk, and introduced every boy in that class to a new world of wonder and delight. After a boy had read and while another was reading, he would step up to the stand and view the object for a minute.

In this way no time was lost and there was no sign of disorder. I kept it up all winter, having a new specimen for every night. After this manner we studied the sting of a bee, the web of a spider, the elephantine flea, the circulation of the blood in a frog's foot, the green hydras, the water tiger, and the marvelous wheel animalcules.

On my way to school one night I noticed a small boy, barefooted, trudging along by my side. He was the son of a poor shoemaker living in Watt street. It was snowing then, and the slush was two inches deep.

I said, "Mike, what are you doing out such a night as this with no shoes?"

He replied, "It's a dull night, sir, and my father wanted me to stay at home, so that he could mend my shoes, but I told him I would go without them, as I had not missed a single night and did not mean to."

When the class had assembled, I called their at-

tention to Michael, commending his zeal in the pursuit of knowledge. Instantly a dozen hands were raised, and a dozen questions followed.

"Teacher, may I go out?" "Teacher, may I go home?" "Teacher, may I be excused?" etc. They soon began to return, placing packages on my desk, saying, "A pair of shoes for Mike;" "a shirt for Mike;" "a coat for Mike," and one who had a shawl upon his arm, took off his overcoat, nearly new, and laid it upon the desk, saying it was too small for him, and mother said he might give it to Mike.

Mike went home that night wearing his first overcoat, with a light heart, but a heavy bundle, containing two pairs of shoes and clothes enough to last him a long time. Suffice it to say, he attained his great ambition. He as well as a dozen others did not miss a single night.

On another occasion, a German boy died suddenly with the scarlet fever, and the class of its own accord took up a collection to defray his funeral expenses, raising over twenty nine dollars, and this too in a poor neighborhood.

Every Friday evening, from eight to nine o'clock, we had a debate, discussing such familiar questions, as "Capital Punishment," "Washington and Napoleon," "The Soldier and the Sailor," "The Fireman and the Policeman," and they were always successful. In connection with the Fifth and Eight Ward Evening Schools I organized Literary Societies, which flourished for years after I left the department. Clay and Curran were not the only ones benefited by these debates.

Kossuth declared they had made the Americans a nation of orators. For teaching expression, self-possession, parliamentary rules and deliberative order, they are invaluable.

One member studied law, and in less than five years had a clerkship worth \$6,000 a year. I remember another. He was a clerk in the Post Office, and had lost an arm in the War. He too showed such talent in debate, that he decided to go to the law school. Poor fellow! he contracted disease in the army, and consumption rapidly developed itself. I saw him the day before he died. He was lying in a little room in Houston street. The boys of the Literary Society took care of him. His eyes were dim, and he asked if I was a Priest, and tried to embrace me. I told him I was his teacher. He smiled, and pointed to two neatly framed engravings hanging over his bed. One was his discharge from the army, the other, his night school certificate. Of the latter he said, while his eyes filled with tears, "I think more of it than anything else I possess. I am proud of it. It is a great comfort to me, even now. Tell the boys how much I appreciate it, and never to dishonor their certificates."

Of my associate teachers in the night school, one is now a judge on the bench, with a salary of \$8,000 a year, and another a departmental clerk on a salary of \$7,500 a year. It is needless to say they are both lawyers.

TRY to find something for the little ones to do—something suited to their abilities. They can learn words and hunt out the known from the unknown words on the chart. They can use a pencil nicely on the slate or blackboard. They can copy spelling or reading lessons. They can hunt for pictures and leap to study pictures, to tell you all about what they see in them. They can count and combine numbers. They can listen to stories; tell stories too. They can play. They can sing. They can use an extra recess to advantage. They can sit quiet for a short time. They can get a lesson if it is one they know how to get, and one in which they have some interest. They can get into mischief if there is nothing else provided for their occupation. Treated kindly and reasonably they are usually obedient, glad to do what they are directed to do, pleased in doing right. They come to school with intentions of being good, and if, they have a fair chance, they will succeed. Treat them as though they had some sense, some feelings, some rights, and they will prove themselves worthy of appreciation.—*Intelligence.*

HOW A TEXT-BOOK IN SPELLING CAN BE USED TO THE BEST ADVANTAGE.

BY EDWIN P. SEAVER, Supt. Boston Schools.

Spelling is a branch of the more comprehensive subject of Language. In spoken language a knowledge of spelling is of little, if of any use; but written language requires a knowledge not only of spelling, but of the use of capital letters and of punctuation.

All agree that the study of language should begin when the child first enters the Primary School. From the first he should be taught to speak and to write correctly. His language will be very simple, if it is as it should be, the natural expression of his thought. The forms of the words as he writes them upon the slate or the paper he will learn precisely as he learns the forms of geometrical figures that he copies from the board or reproduces from memory. He will not know the names of the different parts of the figure, but the relation of the parts being impressed upon the mind, he can reproduce the entire figure upon his slate or paper from memory.

It would not be well at this stage of language work (the lowest Primary) to increase the difficulties with which the child is struggling. He is now taking his first steps in reading, in writing, and in number. He is taught language orally, his writing having for its principal object the forms of the letters and of words. He copies words and sentences from the board, and the number of words used will be very limited. Spelling, therefore, need not and should not be taught as such at all. What spelling the child needs he will learn from seeing the words written upon the black-board and from copying them upon his slate.

But soon the pupil enters upon a new stage of progress in language work. He can now read with considerable facility. His knowledge of things increases faster than his ability to express that knowledge, and his language is crude and imperfect. The teacher is now required to give careful training in oral and written expression. The pupil's ability to express his thought readily and correctly depends largely upon his knowledge of words, their meaning in oral expression. The vocabulary that he uses in speaking is largely in excess of that used in writing, and principally because his ignorance of the form (or spelling) of many words leads him to use in writing the more common or familiar words. If he attempts to use the word whose form is not familiar, he very likely will *mis-spell* it.

How can words whose meaning is already familiar to the pupil be made familiar in form also? In other words, How can spelling best be taught?

We recall the correct spelling of a word in two ways. First, by the association of certain letters or combination of letters with the given word; and, second, by the picture of the word itself in the mind.

1st. *The association of certain letters or combination of letters with a given word.*—This is gained by a repetition of the letters in their true order until they recur without effort, precisely as the tones of a familiar piece of music recur to the singer. This power of the mind to make and retain associations is a powerful assistance in learning many things. A difficult piece of music could be neither played nor sung were this power wanting. The infinite variety and succession of musical sounds could never be mastered by a direct effort of the memory. The same thing is true of the successions of letters that make up words. No memory, however wonderful, can retain, clearly, the numberless combinations of letters that make up our written language; and yet no sooner do we attempt to write the word than the peculiar association of letters required leaps into the mind. Any one can satisfy himself, by a brief trial, that it is not so much the individual letters and the exact order that he recalls, as the general association of letters with the sound of the word.

This association, as stated above, is brought about by frequent repetitions of the letters in their true order, the eye and ear acting together in

making the association permanent. For this purpose oral spelling is of value, and, in the teaching of certain pupils, almost invaluable. Some minds easily make and retain associations of letters in the formation of words; others more readily form a picture of the word. One class is helped more by oral, the other more by written spelling. Most persons, however, need both, some words being recalled in one way, and some in the other. By means of oral spelling the teacher can create an enthusiasm for spelling that is not possible when the exercise is confined to written work. This alone is a sufficient reason for an occasional exercise of this kind, because the element of pleasure must always enter into the work of the pupil to secure the best results.

2d. *The picture of the word itself formed in the mind.*—We sometimes say that we can spell a word when we can see how it looks. If we are in doubt about the spelling, we frequently write it in two ways suggested, and choose the one that looks right. It is not so much the succession of letters that we remember as the general form of the word. In some way, then, we must try to stamp the form upon the mind. This form or picture comes through the eye, and requires careful study of the word from the black-boards or from a spelling-book. This study should be followed by a careful and repeated writing of the word upon the slate or the paper. But, unless the element of pleasure enters into the study of the pupil, the results of his study will be meagre and unsatisfactory. Writing the same word twenty or thirty times upon a slate may be so irksome and distasteful as to effectually efface any clear impression that otherwise might have been made. The same word may be more effectually learned by weaving it into a dozen different sentences, to be read aloud in the class and compared with those constructed by other pupils.

It should be remembered that spelling is one of the requirements of written composition. Composition leads to spelling, and spelling must be studied mainly in connection with composition.

It is an important part of a teacher's work, in connection with language teaching, to increase the pupil's vocabulary. Facility and correctness in speaking or writing depend largely, though not entirely, upon one's skill in selecting suitable words to express thought. Two classes of words should chiefly engage the teacher's attention, viz., 1st. Familiar words, or such as are used by the pupil constantly in conversation; and, 2d. Partially familiar words, or such as are heard by the pupil when listening to the conversation of older persons, or are met in the books he reads, but are not used by him either in speaking or in writing. "Familiar words" already belong to the pupil's speaking vocabulary, and consequently nothing remains but to make their written forms familiar to the child.

With the "partially familiar" words, not only the written form, but the meaning of the word must be impressed upon the mind, and, to do this effectually, the word must be used repeatedly in a sentence. In no other way can a teacher be sure that the word is really added to the child's vocabulary.

Turning now to the spelling-book, it will not be difficult to determine how that should be used as a help to secure good spelling on the part of the pupils.

In the first place, the teacher's work should be confined to the words already spoken of as "familiar" or "partially familiar."

The "familiar" words should be written and rewritten until the form is as familiar as the meaning. As these words are constantly occurring in the conversation of the pupils, it will not always be necessary to write them in sentences. They may be written merely as words (provided the interest of the pupil can be secured), and so economize the time of both teacher and pupil.

With such words, however, as are not sufficiently familiar to the pupil to admit of his using them in conversation or in written composition, though he may understand vaguely their general meaning, it will be necessary to take a different course.

These words must be used in sentences, oral and written, until both form and meaning are sufficiently familiar to admit of common use. Writing such words disconnectedly in columns, or spelling them orally, will not usually secure the desired result.

Time spent by many pupils in conning the pages of a spelling-book is, for the most part, lost, because the attention is not sufficiently fixed to impress the form of the word upon the mind. The same time spent by the pupil in copying the words upon his slate, or in composition that will require their use, will usually prove more satisfactory.

In this connection it may be well to guard against a danger in using composition for the purpose of illustrating the use of a word. The natural order of composition is: first the thought, and then a choice of words to express that thought.

When the pupil starts with the word and then seeks for a thought that will require for its expression the use of this particular word, there is great danger that language will be used in a strained and unnatural way. It is this danger, perhaps more than any other, that has led to the putting aside of spelling-books in the teaching of spelling, it being argued that the true time for teaching the spelling of a particular word, is when that word is needed for the expression of a thought. No one will doubt the soundness of the argument; but, as a matter of economy, we are compelled, in a school of fifty or sixty children, to teach many things before any actual demand is made upon all the pupils for the knowledge imparted.

Other branches of language work requiring from seven to eleven hours per week, together with the constant watchfulness of an intelligent teacher, may be safely relied upon to avert the dangers that spring up with the use of the spelling-book.

Our suggestions as to the proper use to be made of the spelling-book may be summarized as follows:—

1st. Confine the work of the class to such words in the spelling-book as are familiar or partially familiar to the pupils.

2d. Require the pupils, in the preparation of the spelling lesson, to write the words repeatedly (usually in sentences), for the purpose of impressing their form upon the mind.

3d. Require the "partially familiar" words to be written in complete sentences to insure a full understanding of their meaning.

4th. Add to the words found in the spelling-book, such other words as are misspelled in the daily written exercises, and treat them as suggested in numbers 2 and 3 above.

SUGGESTIONS AND CAUTIONS.

1. A limited amount of oral spelling will be found helpful to some pupils, and perhaps to all, in forming the "habit" of correct spelling.

2. Exercises in pronouncing words from the spelling-book will be found valuable as an aid to good reading.

3. Study only such prefixes, suffixes, and roots as will most obviously assist the pupil in learning the meaning of words. This study should be confined to the upper classes in the Grammar School.

4. Avoid the committing to memory of definitions of words without ample illustrations of the use of the words in sentences.

5. Do not require pupils either to study or to spell lists of words whose meaning is not clearly understood by them.

6. Spelling is seldom required except in written composition; consequently, the best test of a pupil's proficiency in spelling is his ability to write correctly an original or a dictated exercise.—*From Boston School Document No. 18.*

FROM a large number of experiments with the antennæ of insects, Mr. C. J. A. Porter is led to conclude (1) that the antennæ are not the organ of any one or of any combination of what we call the five senses—hearing, seeing, smelling, touching, and tasting; (2) that the power of direction does not lie in the antennæ, and (3) that the antennæ are the organ of some sense not possessed by us.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

OVER THE FENCE.

[In this recitation Conscience may be represented by a boy in an adjoining room.]

BOY.

Over the fence is a garden fair;
How I would like to be master there!
All that I lack is a mere pretence.
For I could leap over that low white fence,

CONSCIENCE.

That is the way all crimes commence,
Coveting that which is over the fence.

BOY.

Over the fence I could toss my ball,
Then go in for it, that is all.
Picking an apple up under a tree
Would not be a very great sin, you see.

CONSCIENCE.

That is false, a mere pretence;
Sin and sorrow are over the fence.

BOY.

Where is this voice that speaks so plain?
Twice have I heard it, and not in vain.
Never again will I look that way
Lest I should do what I planned to day.

CONSCIENCE.

A blessing on thee, noble boy!
That is the way to life and joy;
Turning away from sin's pretence,
And leaving untouched what is over the fence.

For the SCHOOL JOURNAL.

GEOGRAPHY LESSON.

I will try to show how we completed our arithmetical map of the world, and learned the new standard of time by object lessons. After briefly reviewing the matter of meridians and longitude, and re-writing it on the blackboard, the question was asked: "What other lines are needed to make this map complete?" "Must they be great circles like the Equator, and where shall they be placed?" "What are the names of these small circles?" "Where are these to go?" "How can I count off 23½ degrees from the north pole on this meridian?" This elicited some curious and amusing answers, so I continued: "How far from the equator to the poles?" "Ninety degrees." "Then, if I make nine divisions on this meridian, I shall have ten degrees between each. Counting from the equator, two of them will give us twenty degrees. Dividing the third division again into thirds, a point shows where the tropic of Cancer comes. In a like manner we located the Arctic circle, and then went to our class-rooms, as it is not well to do too much at once, even though the children are interested.

For our lesson on the new standard of time, we selected twenty-four girls, and gave each a piece of drawing paper on which to draw the dial of a clock. The twenty four girls each represented a different meridian. 0, 15, 30, 45, and east and west longitude were written on their respective papers; also the name of the place through which the meridian passed, besides the face of the clock. On the latter were drawn the hour and minute hands, 0 degree of longitude representing ten minutes after twelve o'clock, 15 degs. W., ten minutes after eleven, etc. They were then told about President Barnard's plan, as adopted by the new International Congress, and their own ideas and thoughts asked for, for children love to help at a lesson. Then the "Twenty-four hour circles" faced the school.

"Now form a circle by joining hands, and extend your arms at full length. What do the extended arms of our 'Hour Circles' represent?"

"The equator," came promptly from all parts of the room.

"Then every place above this line would be about what latitude?" "North latitude."

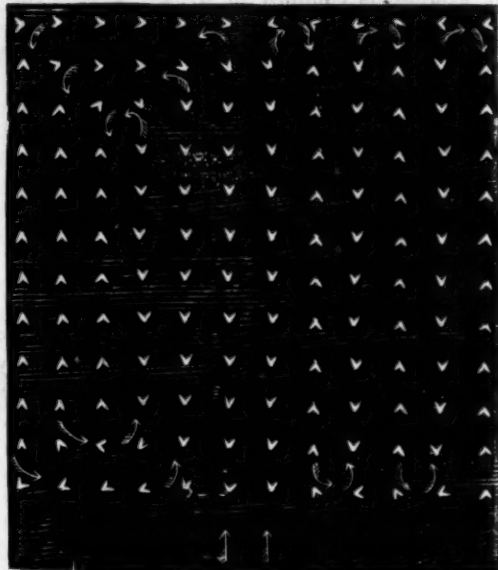
"And below?" "South latitude."

The papers were fastened to each one's dress, and contained among other names, Azores, Canary Islands, Fijee Islands, etc. And oh! how interested they all were! They had discovered for themselves the principle upon which the belts were marked off, and the "New Standard Time" was no longer an unknown term.

For the SCHOOL JOURNAL.

GYMNASTIC EXERCISE.

If wands cannot be procured let each pupil bring a broom-handle. Have these sawed a convenient length and rubbed with sandpaper until clean and smooth. Where circumstances will permit let the class march to the play-ground and exercise in the open air. The following marching exercise may be used in forming a square. The place where each is to stand may be marked out. They should be far enough apart to give each plenty of room.



MARCHING EXERCISE:—Let pupils march in double column to the place where the square is to be formed. The cut shows two ways of forming the square either by single lines, counter marching, as at the right or by winding up as at the left. In the exercise both sides should correspond.

WAND EXERCISE:—1. Body erect; wand horizontal in front; left hand over, right hand under wand. Push wand to the right four times (Push with left hand, right simply grasping the wand firmly).

2. Right hand over, left under. Push with right hand to the left four times.

3. Alternate twice each way.

4. Repeat with wand behind.

5. Wand horizontal in front; both hands over. Arms hanging straight down. Raise wand four times (elbows bending outward).

6. Repeat with wand behind (palms backward).

7. Hold wand horizontal across chest (palms forward). Throw down four times.

8. Throw to the front four times.

9. Push up four times.

10. Raise wand above head. Throw forward and back four times.

11. Hold wand vertical in right hand, resting one end on floor. Raise four times, repeat with left hand.

12. Hold wand in right hand, slanting backward. Thrust backward to floor four times. Repeat with left hand.

13. Repeat with wand slanting forward.

14. Grasp wand with right hand, thumb down, thrust to floor at the left, crossing in front, four times. Repeat with left hand.

15. Repeat crossing behind.

For the SCHOOL JOURNAL.

A LESSON ON SMOOTH STONES.

Suggestions of Method and Matter.—The teacher gives the class two stones, nearly the same size, the one smooth, the other rough, and asks:

What difference is there between these stones?

Ask a member of the class to rub the stones together and notice the result.

"If the rubbing should be continued for a long time, what would be the effect? What do you call that which is rubbed off? When much of it collects in any place what does it form? What has caused these stones to be rubbed together? How did they look before they were rubbed? How large were they compared with their present size? What do

you call very large pieces of stone? What then are these stones pieces of? How were they broken off? What have you learned about smooth stones?

The pupil should now be able to give both orally and in writing the substance of the lesson, as:

Smooth stones are pieces of large rocks, which have been broken off by the action of frost and ice, carried along and rubbed smooth by water. The fine particles worn off form sand. (See an article in next week's JOURNAL on Pestalozzian Teaching.)

For the SCHOOL JOURNAL.

A TALK TO BOYS.

I saw a sad boy this morning. I don't like sad boys. They generally die young. This boy had red eyes. He looked like a little old fellow. He seemed to think it was smart to have red eyes for he was continually trying to make them redder. He was smoking a cigarette; this is what made him look so old, and this was the way he was trying to make himself have red eyes and look like an old man. He went down the street and into a saloon. He stepped up to the bar like an old toper and simply said, "One Beer." He drank it all at one breath, just like an old drunkard, and said "I'm braced up."

Thinks I to myself. "Yes, you are braced up for becoming an excellent drunkard, one of these days. You'll spend the money you ought to save. You'll be blotched in the face, and not more than half grown, and when you die people will mourn principally because you hadn't hurried up and died sooner." It don't pay to try to be a toper. Perhaps some men can smoke and drink beer, and whiskey, and stand it, but boys can't. It kills them every time. Do you say, "I don't believe it."

How do you know? The men who drink didn't commence when they were boys. Drinking and smoking kills men sooner or later, but it kills boys very quick.

Do you want to try and see? Would you like to try and see what would be the effect of the bite of a mad dog, or a rattlesnake?

Boys, if you want to grow up strong, active, large, successful men don't smoke and by all means don't drink. Be happy, have just as much fun as you can, but do nothing wrong.

THE TEN COMMANDMENTS OF BUSINESS.

By EUSTACE C. FITZ.

In some way or other pupils ought to be taught the ten commandments of business, of which the following may serve as a specimen:

1. Thou shalt have no other occupation before me.

2. Thou shalt not make unto thyself laws, for the laws are written and unchangeable; but thou shalt give diligent heed to my laws, and keep and obey them.

3. Remember thy promises, and keep them punctually.

4. Six days shalt thou labor and do all thy work.

5. Thou shalt not speculate.

6. Thou shalt not lie nor steal.

7. Thou shalt not be extravagant.

8. Thou shalt not be avaricious.

9. Thou shalt not put rum into thy mouth to steal away thy brains.

10. Thou shalt covet. Thou shalt "covet earnestly the best gifts," sagacity, prudence, foresight, perseverance, alertness, order, accuracy, thoroughness, and whatever is honorable and above reproach.

These commandments might be enforced in detail. The first would teach the learner that he must stick to his business, keep to the road, and not be diverted by side issues. The second would call the attention to inexorable laws which cannot be defied with impunity. The law of demand and supply, for example, he would discover, is, in the long run, more than a match for unfair combination or monopoly,—and so on. The third would impress the important lesson of punctuality. The fourth teaches the gospel of hard work, that "the world belongs to the energetic," and that no idler

may expect to reach the business man's kingdom of heaven. The fifth would notify him beforehand of the pitfalls and quagmires that lure the unwary to destruction; of the many tempting schemes for speculation that look, as the mule did to the boy, so very gentle in front, but which turn out so awfully wild behind.

The sixth inculcates the prime lesson of all, namely, integrity. That "Honesty is the best policy," apart from a moral obligation, has long since been proved to be true. The man who can be relied upon is worth his weight in gold, in any community. The seventh commandment, "Thou shalt not be extravagant," lays the axe at the root of the tree; for did not our statistics say that one-half of all the failures result from living beyond our means? Eighth, "Thou shalt not be avaricious;" obedience to this guards against over-trading, over crediting, excessive borrowing, anxiety to be rich, overwork, — with all their terrible consequences.

Ninth, "Thou shalt not put rum into thy mouth to steal away thy brains." No eloquence of statement is adequate to the description of the havoc yearly created in the ranks of business men by this destroyer, and there ought to be no failure in pressing this point upon the attention of the young.

Tenth, "Thou shalt covet" every business virtue, and shun every vice.

By precept and illustration all these, and many more considerations should be frequently presented to the pupil with their direct bearing upon a business life.

Two hours per week would undoubtedly suffice to impress these lessons, and might save many from the bitterness of acquiring such knowledge in the school of commercial disaster.

For the SCHOOL JOURNAL.

PRIMARY READING.

By MISS ISABEL LAWRENCE,

Teacher of Methods State Normal School, St. Cloud, Minn.

In the early works on learning to read, Jacotot's doctrine that, "The pupil must learn something thoroughly and refer everything to that," is eminently important.

To know even a very few words *perfectly*, so as to recognize them *instantly*, and instantly to think the thought they represent, is to have gained great power toward the acquisition of the art of reading. To be able to recognize many words slowly and with difficulty, without thought of their meaning, is to have acquired a bad habit, which may last a life-time. — to possess little knowledge and a great drawback in acquiring more.

Variety of plan is indispensable to the security of thorough results. The best teachers "beg, borrow, steal" plans to delight the little folks with a drill which monotony would render exceedingly tiresome. Even if a whole suggestion cannot be obtained, a half-hint, an eighth, or a sixteenth is eagerly seized by the wide-awake teacher, who supplies the other half, or seven-eighths with better results than if the whole were borrowed.

Here are a few plans which have received thorough testing in the school-room:

1. The words may be printed upon separate cards. By holding up the word a moment, and then calling for it after it has been removed, the children are tested on their ability to recognize the word at sight. I know of no other method which aids this point so materially.

Be careful to observe the following cautions, however. The printing on the card must be so coarse and distinct that it can be read without straining the eye-sight. The card must be held *still*, or the effect is similar to reading in a railway car.

2. The teacher may print or write rapidly on the board directions which the children read silently and obey.

The elephant who is being taught to read by having his orders "march," "stop," etc., printed on a board before him, is likely to have his intelligence appealed to, far more than the children who are taught to name words without thought, and call it reading.

An ingenious teacher will enlarge this plan — will thus carry on lively conversations with the children, telling them stories, or giving them object lessons — all upon the black-board — without a spoken word on her part. This plan secures intelligent reading, as well as a lively interest.

3. Words nearly alike may be placed side by side, and their differences pointed out. They may then be printed rapidly upon the board, children raising hands when the word before agreed upon appears. A word may be distinguished from its "frauds," in the same way as *watch* from *wadch*, *wetch*, *watch*, etc.

4. Printing a word from memory is a good test of a child's knowledge of it. I doubt if a word is ever perfectly known, if the child is unable to reproduce it correctly spelled.

If teachers would insist upon thoroughness in this respect at the very outstart, observation would be highly cultivated, and the problem of spelling nearly solved.

RULES AND REGULATIONS.

We are not in favor of making rules. It may be necessary occasionally to say *must* — with an emphasis — but only as a last resort. In New England commandments have been popular for generations, in fact they have in many schools constituted the popular methods of government. We present the following from New Providence, R. I., not by any means for the purpose of even suggesting that they should be copied, framed, and hung up, but to show the ideal towards which a teacher can aim. There are many excellent suggestions here. They constitute a good body of theory, and will suggest much practice. In neatness, order, and propriety, many New England schools are models. As examples of methods of teaching, the recent exhibit of the Quincy schools showed they cannot always be followed, in fact, in no part of our land does the old foggy rule so completely, as in the rural districts of Yankee-dom.

Teachers. — 1. Teachers shall be in their respective school-rooms at least fifteen minutes before the hour for beginning school, morning and afternoon.

2. Strict punctuality shall be observed in opening and closing the sessions of the schools. The first bell shall be rung fifteen minutes before the time for commencing. At five minutes before the regular and appointed time the pupils shall be summoned in-doors by the ringing of a second bell. At the appointed hour, precisely, a stroke of the bell shall be given by the teacher at the desk, and the exercises shall immediately commence.

3. It is recommended that the morning session of each school shall be opened with reading from the Bible as a devotional exercise, or repeating the Lord's prayer, at the option of the teacher.

4. No teacher shall permit whispering or talking in school, or allow scholars to leave or change their seats, or to have communications with each other in school time without permission.

5. It shall be the duty of teachers to guard the conduct of scholars, not only in the hours of school, but at recess, and on their way to and from school, and to extend at all times a watchful and parental care over their morals and manners.

6. The government and discipline of the school should be of a mild and parental character. In cases where corporal punishment seems absolutely necessary it should be inflicted with judgment and discretion, and in general not in the presence of the school.

7. The teachers shall classify the pupils of their respective schools according to their age and attainments, irrespective of rank and shall assign them such lessons as seem best adapted to their capacities, and render them all possible aid and assistance, without distinction and without partiality.

8. There should be a specified order for every exercise, and a due portion of time devoted to it (and in no case should any one recitation interfere with the time appropriated to another); and, whatever the exercise may be, it should receive, for the time, the immediate, and, as far as practicable, the exclusive attention of the teacher.

9. No child under the age of five years shall be received as a scholar in a district school.

10. Singing should be encouraged, and, as far as practicable, taught in all the schools.

11. No teacher shall use or allow any other books in the school as text-books than those recommended by the committee, except such as are needed for reference.

12. There shall be a recess of at least fifteen minutes in every half-day, and no child shall be deprived of it.

13. It shall be the duty of teachers to see that fires are made in cold weather in their respective school-rooms, at a seasonable hour to render them warm and comfortable by school-time, and immediately report any failure of the janitor in this matter to the trustee or school committee; to take care that the rooms are properly swept and dusted, and that a due regard to neatness and order is observed both in and around the school-house.

14. The teachers should take care that the school-houses, tables, desks, and apparatus in the same, and all the public property intrusted to their charge, be not cut, scratched, marked, injured, or defaced in any manner whatever; and it shall be the duty of the teachers to give prompt notice to one or more of the trustees of any repairs that may be needed.

15. It shall be the duty of teachers to impress their scholars with the importance of avoiding vulgarity and profanity, falsehood and deceit and every wicked and disgraceful practice; of being orderly, diligent, and respectful, and of treating each other politely and kindly in all their intercourse.

16. Teachers are required to visit other schools one day in each term; but the approval of the superintendent must be previously obtained, and the time allowed for visiting shall be used for no other purpose.

Pupils. — 1. All pupils are required to be punctual and regular in their daily attendance, obedient to their teachers and to the school regulations; to give proper attention to the cleanliness of their person, and the neatness and decency of their clothes.

2. Every pupil who shall be absent from school shall, on his return, bring to the teacher a written excuse, or its equivalent, from his parent or guardian, for such absence, which shall be received as satisfactory by the teacher, and any pupil who shall not attend the quarterly examinations of his school, except for good and sufficient reasons, shall not resume his place in the school without a permit from the superintendent or school committee.

3. Every pupil who shall, accidentally or otherwise, injure any school property, whether fences, gates, trees, or shrubs, or any building, or any part thereof, or shall break any window-glass, or injure or destroy any instrument, apparatus, or furniture belonging to the school, shall be liable to pay all damages.

4. Every pupil who shall anywhere on or around the school premises, use or write any profane or unchaste language, or shall draw any obscene pictures or representations, or cut, mark, or otherwise intentionally deface any school furniture or buildings, or any property whatsoever belonging to the school estate, shall be punished in proportion to the nature and extent of the offence, and be subject to the action of civil law.

5. No scholar of either sex shall be permitted to enter any part of the yard or buildings appropriated to the other, without the teacher's permission.

6. Smoking and chewing tobacco in the school-house, or upon the school premises, are strictly prohibited.

7. The scholars shall pass through the streets, on their way to and from school, in an orderly and becoming manner; shall clean the mud and dirt from their feet on entering the school-room, and take their seats in a quiet and respectful manner, as soon as convenient after the first bell rings, and shall take proper care of their books, desks, and the floor around them be kept neat, clean, and in good order.

TABLE TALK.

It is just as hard to make a small peg fit into a large hole, as to make a large one fit a small hole. What does this mean? Don't you see? Why, a college president, with all his pomposity, would make a miserable primary teacher, and a primary teacher would be equally as great a failure as a college president. There is an eternal fitness of things, and he who finds his *fitting* place finds his happiness and joy. There are mechanics who ought to have been Congressmen, and clergymen who should be carrying brick and mortar. There are teachers who ought to have been tailors, and teamsters who should have been tutors. It is a wonderful thing that there is an astonishing amount of *unfitness* in this world. Men get wrong wives, and schools wrong teachers, sweet children have unloving parents, and tender mothers undutiful boys and girls. The kinks and knots are many and hard to untie. Happy he who is rightly fitted, and neither kinky or knotty!

What shall be done with our young ladies? Many of them were called the other day, by one of our daily papers, but only one was chosen. This was the notice that attracted them:

WANTED.—Young lady, office assistant: duties light. Apply Monday or Tuesday, between one and two P.M., at room 46 Tribune Building.

The *Tribune* says that "as early as 8 A.M., pedestrians passing stopped and gazed with astonishment at the steady stream of women, young and old, hurrying up the front steps and flocking around the elevator. They were coming from every direction, down Third avenue, up Nassau street, and across City Hall Park. Every one wondered what could be the matter, and one long-haired man asked the elevator boy in what room the woman suffrage convention was being held. The innocent cause of all this great feminine raid came unsuspectingly to his office about 10 A.M. At this time the fourth floor was densely crowded with women and girls. He pushed his way through the expectant throng, and gained his office. His feminine beleaguers followed him with a rush. He was for a time at his wit's end to make a choice from a collection of applicants so varied in age, shape, size, color, weight, and ability, but he finally succeeded, and all but one of the feminine army that had come to capture him went away, thinking less of him than they did earlier in the day."

Do you think as many would have come if the call had been for downright hard work? Is it not true that there is a greater demand for clerks and fashionable employments than for the severe labor of the house or the school-room? Why is it so? Are our young ladies unwilling to work?

An excellent teacher who never writes anything but the truth says: To show you what you are doing, I quote from a young teacher's letter to me a day or two ago. She asked advice of me: "For I have learned something of my needs and weak points. Then I attended Institute and took the *SCHOOL JOURNAL*. I am going to send for 'Payne on Education' and 'Parker on Teaching'; but I do not want hurriedly to read them."

Now when a young lady struggling in one of the meanest communities on Long Island, working unaided by trustee and for a mere pittance, writes so to me of her aspirations, I know what a great influence you are having. I have said before, and I say it again, that when the educational history of the last quarter of this century is written for the United States, it must be said that the *SCHOOL JOURNAL* did more to lift up the great mass than any other educational factor."

A correspondent writes us concerning Prof. John P. Patterson, of Ohio: "This man tells how the harmonious development of the whole being may be effected. He talks plainly to the machine teacher,—the teacher who bungles his work, etc. He is the most practical and common sense lecturer I have yet met. He said to-day: 'Fellow-teachers, during my spare moments I have read a little work represented by a gentle man present, that none of you can afford to do without it will make you a better teacher than you ever have been before. I refer to the "Education by Doing." I have never read a book that did me more good than the "Talks on Teaching," by Col. Parker. I do not say I concur in everything in the book; if I understood it well, perhaps I should. This book by Payne is *multum in parvo*; it is not a book that you can take up and read as you do a novel, and then lay down again, but one that will be a handbook for you to read this year, and next, and as long as you are a teacher. It never grows old. You can read it page at a time, and think, reflect, and then try to put its grand truths into practice."

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

What can I do to make my pupils want to study? I try to make their lessons interesting, have extra exercises, etc., but they do not seem to manifest the interest I would like them to.

K. G.

[This is an old question, and by no means an unimportant one. Thousands of teachers are just like you. In the first place, you want a knowledge of child nature. There are certain things all children like to do, and it is Froebel's idea that they should be educated in the line of their activities; in other words, they should do what they like to do. But you say, "they like to do wrong; shall I encourage them in that direction?" Certainly not. But they like to do right also. Do they not? Are they not kind, generous, benevolent, and truthful? Do they not like to be busy? Are they not fond of new things? Do they not puzzle you with innumerable questions, and tax your ingenuity to keep them satisfied? *Direct their activities.* Turn them into fruitful channels of thought. The difficulty with you is just here: you may have a certain course of study laid down which you consider yourself bound to follow. It does not interest your pupils, because it is not adapted to their needs. Or you have learned certain ways of doing things which you consider correct, and do not want to change. You must bid farewell to all old ideas, and study child-nature. Teach them what they ought to know, but remember it must be in the line of their activities, and not according to anybody else's notion of what ought to be done. The practice of the New Education *always* interests. If it does not, it is not education—new or old.—Ed.]

- (1) In the sentence, "It took Rome three hundred years to die," how parse "Rome" and "three hundred years"? (2) In forming such plurals as *6's*, *+'s*, does the apostrophe not indicate the absence of the letter "e"? (3) In the formation of such possessives as "Cox's," "Jones'" does the apostrophe in the former case not denote the absence of "e," and in the latter of "es"? (4) In the quotation, "He sat and smoked and talked the night away," how parse "talked the night away"?

W. H. C.

- (1) The sentence is elliptical. "As it now stands "Rome" is object complement, and "three hundred years" an adverbial modifier. The sentence fully written out reads: "It took the City of Rome during the space of three hundred years to die. But this would not only be clumsy, but nonsensical, and, after all, no easier to analyze. (2 and 3) The old English and Anglo-Saxon "is" and "es" were genitive in possessive endings. There was no universal law regulating their use. (4) Another elliptical sentence. "Night," is adverbial in its application. Written in full, it would read, "talked away through the night."

Will W. H. C. tell us exactly what he means by "parsing"? The editors don't exactly understand.—Eds.]

- (1) We have a tellurian which represents the earth as moving round the sun in a horizontal plane; also the lunatellus of Prof. Davis, which represents the earth as moving about the sun in a vertical plane. Which is the correct or preferable way, and why? (2) The lunatellus has the earth pivoted to the gearing by the north pole, or, as you stand before the instrument, the south pole of earth is toward you. Why is this preferable to the reverse way? (3) Which is the best work treating of the Delsarte system of oratory, and by whom published?

A. H. B.

- (1) Any apparatus that represents the plain of the earth's orbit and the ecliptic cutting each other at an angle of 23° 28' is correct. (2) It does not seem to us to be preferable, yet there may be something about your apparatus we have not seen. (3) The "Art of Oratory," by F. Delsarte. Published by Edgar S. Werner. Albany, N. Y.—Ed.]

- (1) Please send me some information with regard to "Prang's Natural History Series of Pictures for Object Lessons;" (2) also a small book on physiology and hygiene, and one on botany, adapted to the use of little children.

M. A. H.

- (1) It consists of picture cards representing birds, quadrupeds, and plants, arranged by Supt. N. A. Calkins for school use. It is excellent. Write to the Prang Educational Company, Boston, for their catalogue. (2) Stead's "Hygienic Physiology: A. S. Barnes & Co., or Brand's "Physiology, Hygiene and Narcotics;" Leach, Shewell & Sanborn. New York. Miss Youman's "First Book of Botany: D. Appleton & Co. N. Y.—Ed.]

Please give, in the *JOURNAL*, the best manner of lighting a school-room. We want to build a house of two rooms, and are much troubled as to the lighting and ventilation.

[Light coming into the room from any direction, save over the left shoulder, is injurious to the eyes of the pupils. Therefore, all the light should come from a very large window—as large as two or three ordinary ones—placed on the pupils left as far back as possible. This window should be on the north side of the school-room in order to avoid direct sunlight in the room.—Ed.]

I wish to teach the business rules of arithmetic by doing; banking by having a bank, by having a store for

other rules, etc. I wish toy money, both paper and metallic, forms for notes, checks, etc. Can you tell me where I can get these? Also of any book containing practical instruction for doing this work? A. H. B. [The toy money can be obtained of J. W. Schermerhorn, 7 East 14th st., New York; and "Education by Doing," contains just such work. E. L. Kellogg & Co.—Ed.]

I find a great fund of suggestions in your minutes of the N. Y. State Teachers' Association. But is not Com. Wasson a little high in stating that there is not an arithmetic published containing a rule by which a scholar can learn how to compute a pile of wood, or the number of rolls of wall-paper necessary to cover a room? See Olney's Practical Arith., page 340-341, and prob. 12, page 346. It seems to me that there is sufficient work for the thoughtful and inquiring teacher. Arithmetics do not, and should not, elaborate all topics, but give them just credit for their merit. G. W. C.

- (1) Which is preferable, and why, to read the number 124 as one hundred twenty-four, or as one hundred and twenty-four? (2) How would you express the two following numbers so as to show the difference: 200.007, .207?

A. H. B.

[(1) It is just as correct without the *and*, and saves time. (2) The difference has to be shown by a decided pause in oral expression at the decimal point.—Ed.]

I wish to enter a class in the Normal institute here, and cannot find my regent's certificate which I received in 1870 or 1871, and supposed I had preserved. How can I get a duplicate without passing an examination.

F. S.

[Write to the Sec. of the Board of Regents, Albany, N. Y.—Ed.]

In what publication may I find a history and a fair discussion of our system of tariff—a presentation of the arguments of the "Free-traders," and of the "Protectionists"?

M.

[In "American Questions," pub. by Fords, Howard & Hulbert, or "Fallacies in Progress and Poverty;" Fowler & Wells Co., New York. Also in any good work on Political Economy.—Ed.]

Will you recommend a good work upon (1) language lessons for primary pupils, (2) botany, and (3) object lessons?

C. D. A.

[(1) Howell's "How to Talk;" Cowperthwait & Co., Phila. (2) Miss Youman's "First and Second Books of Botany;" D. Appleton & Co., N. Y.; and (3) Calkin's "Object Lessons;" Harper Bros.—Ed.]

- (1) Where can I get a numeral frame, and at what price can it be procured. (2) What work on oral geography, for beginners, would you advise me to get.

L. K.

[(1) Baker, Pratt & Co. Send for a catalogue. (2) Miss Crocker's "Methods of teaching Geography;" Boston Supply Co.—Ed.]

I find great difficulty in getting up material for a school exhibition. Will you be so kind as to give me some information as to where material for such occasions can be obtained.

W. B. Y.

["Reception Days," Nos. 1, 2 & 3, E. L. Kellogg & Co., contains such material. Also "School and Home Entertainments;" Henry A. Young & Co. Boston.—Ed.]

- (1) Where can I get information about the metal aluminum. (2) Where can I obtain a small quantity of it?

G. G.

[(1) In any cyclopaedia, but quite full in a Dictionary of Chemistry. (2) Of A. E. Foote, mineralogist, Phila.—Ed.]

Please send me the price of "Thomas' Biographical Dictionary."

M. J. B.

[Cheapest edition, cloth, in one vol., \$10, from that up. Published by J. B. Lippincott & Co., Phila.—Ed.]

In the sentence, "I am present," why is "present" an adjective?

J. D. S.

[Because it modifies the pronoun—i. e., limits it as to place.—Ed.]

Where can I get a good work on Political Economy?

P. S. B.

[Dr. Alden's, published by C. W. Bardeen, Syracuse.—Ed.]

Where can I get "Grube's Tables" for teaching number?

[Of C. W. Bardeen, Syracuse, N. Y.—Ed.]

What house publishes "Bright's Graded Lessons in English"?

J. G.

[D. Appleton & Co.—Ed.]

Please give some hints about opening school after vacation.

J. S. M.

[See another column.—Ed.]

Where can I get a magic lantern suitable for school use?

D. K. A.

[Of J. Prentice, 176 Broadway, New York.—Ed.]

I think your political platform very good, and am willing to work for your principles.

E. K.

I have enjoyed your *JOURNAL* more than any educational paper I have ever read. It has been a blessing to the teachers of Nodaway Co., for as I understand most of them to take it.

M. U.

Mayville, Mo.

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.
Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; Interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.
EDITORS.

NEW YORK CITY.

Grammar School No. 77, in First avenue, between Eighty-fifth and Eighty-sixth streets, is nearly completed, and will be regularly opened at the beginning of the regular school term, the second Monday in September. It will be open from Sept. 1st to Sept 5th, from 9 A. M. to 12 M., for the examination and admission of pupils.

ARKANSAS.—Program of Teachers' Institute at Malvern, Hot Spring county, August 26th and 27th: Relation of education to the well-being of the people of the State, Prof. J. J. Shipp.

Strict discipline in our schools necessary to success—Prof. R. L. Reynolds.

How to interest parents and patrons in schools and thereby secure punctual attendance—Prof. E. Stinson.

Suggestions on the grading or classifying of rural schools so as to secure the greatest possible progress—Prof. O. L. Kirkpatrick.

Advantages of school charts, globes, maps, blackboards, etc., in school-room work, and how used—Prof. J. G. Mitchell.

Proper steps in training pupils—Prof. J. T. Berry.

Importance of teaching pupils to write compositions and declaim, and the best method—Prof. J. L. Awtry.

Oral lessons: Their subjects and extent—Miss A. B. Boyce.

The spelling-book, when and how used—Prof. B. C. Watford.

Advantages of frequent reviews—Prof. Lea J. Hales.

Importance of good reading and voice-training, how taught—Miss Willie Richmond.

Writing: its importance—when and how taught—Prof. V. M. Threlkeld.

Thorough work in the school-room necessary to satisfactory progress in acquiring knowledge—Prof. H. F. Kirkpatrick.

What is the highest object and effect of education?—Prof. R. M. Thrasher.

The Bible in our schools: How used—Prof. Robt. Phelps.

Teaching: Its modes and methods—Prof. E. J. Davis.

IOWA.—Miss Anna Brown has been engaged as principal of the Masonville schools.—Miss Nettie Waite, of Greeley, has been engaged at Manchester.—The Normal Institute convened at Manchester, Aug. 4th, for a two weeks' session. Several lectures were delivered during the session. State Supt. J. W. Akers delivered the first, on "Success." Prof. Crainberry lectured on "Some Things in Astronomy." The last lecture was by Professor Weld, on "Educate for Citizenship." The superintendent taught orthography in a very creditable manner. Prof. Sumner had charge of reading and penmanship. Mrs. J. W. Roe had charge of the training class, making it as general as possible by calling to her assistance other teachers of experience, who conducted the work a part of the time. Prof. Crainberry taught arithmetic and astronomy, and cleared up many misty points and inspired the teachers with new zeal. Prof. L. T. Weld had charge of grammar and didactics.—Prof. Ogden, McNaughton and Davis, and Supt. Matthews closed a successful institute at Council Bluffs last week. The teachers went to their homes, feeling they had been greatly benefited by the three weeks spent in the institution. Prof. Ogden has engagements in Institute work in Iowa till Sept. 6th. He may be addressed at Charles City, Floyd county, up to that time. He proposes to spend the summer and fall of 1885 in the West, and his services may be secured for institute work by addressing Mr. G. L. Jacobs, ex-county Supt., Council Bluffs.

Normal Institutes will be held at Mason City, Cerro Gordo county, Sept. 1st, two weeks, L. L. Klinefelter, conductor; Estherville, Emmet county, Sept. 1st, two weeks, E. H. Ballard; Algona, Kossuth county, Sept. 1st, three weeks, E. R. Eldredge; Rolfe, Pocahontas county, Sept. 15th, two weeks, J. W. McClellan; Lake Mills, Winnebago county, Sept. 1st, two weeks, G. P. Eldredge.

Supt. Lapham, in his circular to teachers, says that over fifty have received the common school diploma, and in many country schools are one and two who can pass the examination after one more term's work.

Supt. Miller, of Guthrie county, has secured State Supt. Akers to lecture before the Normal Institute of that county. A lecture will be given by each of the instructors, Prof. T. J. Mahoney, F. C. Wiides, W. H. Catbort, and W. G. Ray.

The instructors in the Keokuk County Institute, which began Aug. 4th, were Prof. W. N. Hull, of State Normal School, drawing and book-keeping; Prof. Henry Sabin, Clinton, science and art of teaching; Prof. J. J. Pollard, attorney, Sigourney, English history, U. S. history and civil government; Miss Carrie C. Lane, Mason City, reading, grammar, and botany; Prof. L. J. Hancock, Sigourney, arithmetic, algebra, and music; Miss Ada Peebles, Thornburg, orthography and writing; Miss Maggie Watkins, Iowa City, primary teaching; Mr. F. P. Harris and Miss Naunie Torrence, assistants in primary teaching.

The Board of Regents of Iowa State University has appropriated \$1,000 for fitting out a schooner to gather sea specimens for the new science building, to be in charge of Prof. Carvin.

The Normal Institute of Des Moines county closed

July 11th, after a satisfactory session of three weeks. Dr. Peaslee, of Cincinnati, based his whole work on his practical experience. Prof. Sanderson and Davis and Miss Best did excellent work, as they always do. The able supervision of Prof. J. B. Hungerford is appreciated; he will remain next year.

Supt. John W. Akers has already begun his lecture tour over the State. He is energetic and untiring in his labors. His work in the office, in the conventions, and on the public rostrum, is being felt all over the State. His influence is reaching down into the schools, through the teachers, and is raising them to a higher standard. Supt. Akers has a large number of engagements. He will lecture at Grundy Center, Sept. 2d; Charles City, 3d; Hampton, 4th; Mason City, 8th; Algona, 9th; Estherville, 10th; Nevada, 11th.

Supt. E. J. H. Beard, of Hamburg, after fourteen years of service, leaves Hamburg and Iowa, and goes to Maryville, Mo., at a salary of \$1,400 for eight months. Prof. C. B. Trewin, the successful principal of the Delaware schools, has been elected principal of the Earlville schools, in the place of Prof. Dake.

Prof. W. A. Willis has been elected Supt. of the Iowa City schools for next year.

Prof. J. T. Smith is the principal of the Plainfield schools for next year.

Prof. J. W. Kelsy, of Wyoming for several years, has been elected principal of the Grundy Centre schools for next year.

Prof. L. B. Cary, who last year resigned his position as principal of West Des Moines High School, has recovered sufficiently to accept the principalship of the Garden Grove schools.

Supt. H. B. Larrabee, of Pa., is the new superintendent of the Creston schools.

C. C. Wright is elected principal of the Glenwood schools.

Mr. Goan, for two years principal of the Faragut schools, is principal-elect of the schools of Wymore, Neb.

Prof. McNaughton is re-elected superintendent of the schools of Council Bluffs. His work has met with the hearty approval of the board and the people.

Charles F. Gates, of Sanborn, has been elected principal of the schools of Canton, Dak.

Prof. I. E. Hine, of Western Reserve Seminary, O., and Miss E. J. Hyndman, of Hedding College, Ill., join the faculty of teachers in Epworth Seminary.

Prof. Stevenson and his entire corps of teachers have been retained in the schools of Quasqueton for another year.

Prof. Nichols is re-elected principal of Winthrop school. Supt. Delmege, of Union county, had a good corps of Institute instructors—Prof. C. H. Gurney, instructor in reading and physiology; Prof. M. De Long, instructor in arithmetic and grammar; Prof. J. H. Mehan, instructor in geography, history, and penmanship; Louis R. Delmege, instructor in orthography. The Institute began Aug. 11th.

At the teachers' Institute at Dakota City, Prof. Ogden, of Washington, D. C., lectured on some of his Southern prison experiences. Ex-State Supt. C. W. Von Collen lectured on "The Teacher's Profession." His address was practical and valuable to teachers.

W. M. Martin, of the Humboldt Academy, has engaged Miss A. E. McFarland as assistant.

INDIANA.—County Institutes are to be held at Decatur, Adams county, Aug. 25th or Sept. 1st; Fowler, Benton, Sept. 8th; Leavenworth, Crawford, Sept. 1st; Covington, Fountain, Sept. 8th; Warsaw Kosciusko, Sept. 1st; Shoals, Martin, Sept. 8th.

A noteworthy feature of the Gibson County Institute held at Princeton recently was the exhibit of school work. Examination papers, maps drawn by the pupils, samples of penmanship, from the schools of Princeton, Patoka, Fort Branch, Owensville and from several township schools. The instructors at the institute were W. L. Lucas, of Patoka, W. S. Wheatley, Francisco, J. W. Runcy, of Fort Branch, N. C. Johnson, of Oakland, Charley Stillwell, of Princeton, and P. P. Stultz, of Mt. Vernon.—The De Pauw University is to be congratulated in securing the services of Prof. Carhart late of the State Normal School. As a practical teacher of reading, elocution and oratory Prof. Carhart has no superior in the west.

Prof. P. P. Stultz, an able and efficient city superintendent remains at Mt. Vernon.—O. Z. Hubbell, of Butler, DeKalb County, has been elected principal of schools at Bristol, Elkhart County.—W. W. Black is in charge of the schools at Pittsburg.—F. W. Reubelt has been unanimously re-elected, for the ninth time, superintendent of schools at Noblesville.—Mr. O. L. Kelso, a graduate of both the State Normal School, and the State University, will preside over the Anderson High School this year.—W. B. Creager has been elected Superintendent of the Sullivan schools.—C. F. Moore, a former student of Purdue University, has been elected to the Principalship of the Boswell schools to take the place of E. C. White resigned.—Prof. McMahon has been elected to the Principalship of the Fowler schools and Mr. Sharp to the Principalship of the Oxford schools.—W. H. Sims, formerly of Brownstown, has been elected superintendent at Goschen.—Prof. Edwin Post has the degree of Doctor of Philosophy from Dickinson College.—R. R. Overstreet, of the class of '83, has been elected assistant instructor in mathematics in DePauw University. A good selection.

A. N. Crecraft has been elected superintendent of the Brookville schools.—H. A. Mumow is in charge of the Summer Institute at Goschen.

MICHIGAN.—J. A. Stewart has been superintendent for three years at Monroe, where he returns for another year.—L. C. Hull returns to the Detroit High School.

Dudley Buck, the eminent musician, declined the degree of Doctor of Music offered him by Yale College,

on the ground that the faculty were not qualified to confer such a degree.

MISSISSIPPI.—At the State Institute, which met at Booneville, July 3d, 4th and 5th, Gen. Smith, State Superintendent, presided, assisted by Prof. J. W. Johnson, President of the District Institute. Prof. J. A. Kimbrough was elected president for next year. Meeting to be held at Okolona. Program will be determined some time in the future by the executive committee.

MISSOURI.—The Ferguson school board re-employed Mr. P. J. Harris principal for another year.

Mr. J. L. Rudy, of Farmington, has been elected principal at Poplar Bluff.

Mr. Richard Dudley, a graduate of the Kentucky University, will be first assistant in Hamilton school.

Mr. J. W. Overstreet will teach near Woodville, Macon county.

Prof. A. J. Trapp, late of Butler, has been elected principal at Peirce City.

Prof. Strickler and brother have been elected principal and first assistant at Shelbyville.

Mr. B. J. Speeking, a graduate of the Warrensburg Normal this year, goes as principal to Oregon.

The teachers of the Maysville public school for the coming year are: Miss Cassie Stokes, principal, and Misses Laura Ogle and Jennie Wyatt, assistants.

W. H. Lansdown, of Jefferson City, and a graduate of Lincoln Institute, has been elected principal of the Carthage colored school.

The California school board have elected Mr. Treackle, of Illinois, principal, with the following teachers: Misses DeTray, Tracy, Johnson, Browder, and Gray.

On account of sickness, Prof. A. E. Douglass was unable to meet his engagement at Potosi, and Mr. A. V. Hamilton, of Pilot Knob, took his place as conductor.

Miss Kate Bush, of the Musical Faculty of Stephens College, has accepted a position at Sharter College, Rome, Georgia.

The following teachers are employed in the Lebanon schools: T. S. Cox, of Peirce City, principal; A. R. Jones, first assistant; Mrs. A. M. Jones, second assistant; Misses Grace Moss, Jennie Lindsey, Lou Watson, and Mrs. Loveland. The colored school, A. W. Williams, with Alvirah Young, assistant.

Teachers at De Soto for the ensuing year are: J. M. Shelton, Supt.; E. D. Luckey, Johanna Fitzgerald, Mrs. Fanny Rankin, Misses Helen Day, Kate Murphy, Kora Thomas, and Anna McClure. J. Wiley Carr, of Fredericktown, was selected principal of the colored school.

Prof. T. S. Cox, of Lebanon, holds two institutes this summer; one in Cedar county, the other in Dallas county.

The Lexington School Board has elected the following corps of teachers for the ensuing year: T. G. Lemon, Supt.; Miss Mary F. Hawkins, Miss Nannie Shaw, Miss Maggie Speers, Miss Maggie Ryland, Miss Mary H. Smith, Miss Jennie Finley, Miss Kittie Berry, Miss Aurelia Miller, Miss Florence Arnold, Miss Ida Morath. Colored school, principal, E. T. Cotman, Miss Maggie Johnson, Miss Lottie Donphan, Minnie Robinson.

Miss De Fray, Miss Tracy and Miss Sallie Johnson have been elected as assistants at California. The colored school secures Mr. Rutledge, formerly of Fulton, while Mr. Wilson, of California, goes to Fulton.

Prof. O. C. Hill, of Oregon, goes to Hiawatha, Kas., in September.

Supt. Coleman is in the northwest part of the State, attending Institutes, delivering addresses, and working in the interest of schools in general. He has appointments up to Sept. 1st.

Prof. W. T. Hamner, published in the Lamar papers a full program for every hour's work in the Barton County Institute previous to holding it.

Hannibal City College, a new institution of learning, is to be inaugurated Sept. 1st, 1884. It will be under the direct supervision of Prof. L. W. Welsh, formerly principal of Hannibal Academy, assisted by Prof. A. H. Foreman, for eleven years principal of the Central School of Hannibal.

W. A. Bowen, Commissioner of Platte county, is a live institute worker. He assisted Conductor R. D. Shannon at Weston, and together they made a general awakening of teachers and citizens. The members of the institute feel justly proud of their conductor, Dr. R. D. Shannon, and consider themselves quite fortunate in securing his services. Missouri needs the services of a half dozen such men in the institute work the year round.

Prin. P. J. Harris, of Ferguson, will be assisted in his school by Miss Fannie Foote, a graduate of St. Louis High School, and Miss Mamie Sharpe, a graduate of the Kirksville Normal.

Stanberry was, four years ago, a corn field; now it is a city of 8,000 inhabitants or more, the seat of the Northwestern Normal School and Business Institute, established in 1881. It has a large faculty—nine members—of which Prof. Allen Moore is president.

The next term of Bellevue Collegiate Institute, Caledonia, begins Sept. 3, 1884. Its faculty consists of eight members; Prof. W. D. Nandiver, president.

Mr. C. B. Renoe takes charge of the Williamsburg school for the ensuing year.

Mr. S. P. Beavens will teach the Muir school, Callaway county.

Com. S. W. Crossley, of Cooper county, teaches the Palestine school the coming term.

Mr. H. O. Crnig teaches at Concord next year.

Miss Greta Hays, of Columbia, has received an appointment to a position in the Trenton high school.

Mr. E. W. Justus has been chosen principal of the public school at Liberty.

Mr. J. W. Rowley, and Miss Mollie Boyd, of Bowling Green, have been engaged to teach the school at Frankfort.

Mr. Charles D. Adams, a graduate of Phillips Aca-

deany and Dartmouth College, takes the chair of Greek and Physics at Drury College, Springfield.

Mr. W. D. Christian, a graduate of Westminster College, for several years a tutor in Foster Academy, St. Louis, has been made principal of the public schools at Paris, Mo.

N. Y. STATE.—The attendance at the Summer School of Christian Philosophy, at Richfield Springs, has been larger than ever before. Dr. Deems, of N. Y. City, is the Chancellor. Dr. Herrick Johnston, of Chicago, and Bishop Harris, of Detroit, have been among the lecturers. At Society Hall, in the grove, the Alumni of the Chautauqua Literary and Scientific Circle elected the following named officers: President—Chancellor John H. Vincent, D.D., of New Haven, Conn.; Vice-President—Judge Henderson Elliott, of Dayton, Ohio; Secretary—A. M. Martin, of Pittsburg, Penn.; Treasurer—The Rev. W. D. Bridge, of New Haven, Conn.; Chairman of the Executive Committee—L. C. Peake, of Toronto, Ontario.—The National Association of Microscopists have elected the following officers: President—Prof. Hamilton M. Smith, of Geneva; Vice-Presidents—H. F. Atwood, Rochester, N. Y.; Prof. Charles H. Stowell, M.D., Ann Arbor, Mich.; Secretary—Prof. D. S. Kellicott, Buffalo; Treasurer—Dr. George E. Felt, Buffalo; Executive Committee at Large—Charles E. Shepard, M.D., Grand Rapids, Mich.; A. B. Herve, D.D., Taunton, Mass.; L. M. Eastman, M.D., Baltimore.—The Sullivan County Teachers' Institute will be held in Liberty, Sept. 1st.

Prof. James Johnson and Supt. H. R. Sanford conducted an Institute last week at Farmer Village, Seneca county. Prof. Johnson discussed very thoroughly physiology, especially noticing its application to everyday life, with reference to the use of narcotics and alcohol. Supt. Sanford exhaustively discussed primary methods as taught in our best schools. At the close of his work he gave each teacher a printed slip containing a complete diagnosis of the work presented. This is an excellent plan, worthy of imitation. The Institute was a complete success. Com. Stout has been for six years in charge of the schools of this county, but has recently been elected principal of the Union school at Farmer Village.

Dr. Northrop lectures at Roslyn, L. I., this week, on Village Improvement.

All the public schools of Brooklyn will open Sept. 1st, with the exception of one or two still closed for repairs.

NEBRASKA.—The new officers of the Johnson Co. Teachers' Association are: Pres., Prof. W. H. Wheeler; Vice-pres., Miss Ella Campbell and Miss Cory Stone; Sec., Mrs. F. J. Ebricht; Treas., Mrs. Juana Sanderson; Ex. Com., Mr. Noble, Miss Agness Abernethy and B. F. West.

Supt. Rev. A. A. Cressman, of Boone Co., has had a lively institute at Albion, Aug. 4.

Doane College has secured the services of Miss Martha J. Maltby, a graduate of Oberlin, who for the past eight years has been principal and superintendent of the Talmage schools, Ohio.—Prof. O. C. Hubbell, formerly principal of the Hastings schools, has accepted a professorship in the Fairfield Normal and Collegiate Institute. Prof. C. M. Hemery and wife, both instructors from the Northeastern Ohio Normal School, will assist him.—The Saline County Normal Institute, held at Crete, enrolled about 100 teachers. The instructors were Prof. O. C. Hubbell, of Hastings, J. D. French, of Friend, and prin. Ed. Healy, W. H. Korty, Miss Carrie Mathews, and Miss Carrie Stebbens, of Crete. Lectures were given by the State Superintendent, Chancellor Manatt, Prof. J. S. Brown, Prof. O. C. Hubbell, and Hon. M. B. C. True.—At the Dodge County Normal Institute, Prof. J. P. Sprecher, principal of Schuyler schools, instructs in the higher branches, and Mrs. Hodges, of Cleveland, Ohio, takes charge of primary work. Both instructors are of ability and experience.

At the Lancaster County Normal Institute, the instructors are H. L. Grant, Peru. Miss Abbie Tiffany, and Miss Myra A. Byan, of Lincoln, will teach pupil classes. Lectures will be given by Irving J. Manatt, Lincoln; Geo. L. Farnham, Peru; J. J. Point, Omaha; Lewis Gregory, Lincoln; W. W. Drummond, Plattsmouth.—Mrs. M. M. Munger, formerly principal of the Nebraska City schools, will be the principal at Firth this year.—R. A. Hage is elected principal of the Waverly schools.

H. E. Grimm takes charge of the Roca Schools again this year.—The Denton school will be taught by Miss Frances Rice.—Prof. H. R. Edwards, a graduate of the Illinois State Normal, goes to Bennett as principal; Prof. H. B. Larrabee, of Pennsylvania, to Falls City; and Prof. Chamberlin, of Crawford, to Humboldt.—A. H. Smith, of Hastings, Iowa, has taken the place of Maj. W. C. McBeath, as Superintendent of the Industrial school at Omaha agency.—J. B. Sexton is superintendent, and Mr. Heilman is principal of the Geneva schools.—The Teachers' Institute of Richardson county met at Falls City, July 28, to continue two weeks. Number enrolled, 108. The following were the instructors: D. D. Houts, county superintendent, teacher in book-keeping; R. M. Bridges, conductor of institute and teacher of advanced arithmetic, didactics, and reading; Miss Mary Brown, primary arithmetic; L. C. Greenlee, grammar, U. S. history, and orthography; A. R. Keim, physiology; W. H. Kennon, civil government and geography; F. P. Lint, penmanship. Lectures have been given by State Superintendent W. W. Jones, Prof. Dunn, R. M. Bridges, L. C. Greenlee, and Rev. Carey. Also an entertainment in readin by Ella June Meade.—The Saunders county Normal Institute opened for a three weeks session, Aug. 12, with about 100 teachers. The instructors were: Conductors, Supt. Vandeman; Assistants, Prof. Reese, of Ashland; Prof. Long, of David City; Prof. Towel, of Decatur; Prof. Dusenberry, of Wahoo. H. Bert King and wife, con-

ductors of music.—The people of Nebraska are beginning to realize that a mistake has been made in selling the school lands. \$104,811.96 were realized from rent of the comparatively small amount of school lands that were leased during the last six months. Strong efforts will be made to secure the passage of an act by our next Legislature forbidding the further sale of school lands. D. D. HOUTZ.

OHIO.—On the last day of the Institute at Dayton, Prof. Tuttle, of the Ohio University, lectured on "The Air we Breathe and the Apparatus of Breathing." Prof. I. J. Burns presented the subject of the Ohio Teachers' Reading Circle, which now numbers about 2,000 members. The course is four years, comprising professional, literary, historical, and scientific reading. Certificates are granted each year, and diplomas at the end of the course. Prof. J. J. Brown spoke upon school government. The officers elected for the ensuing year are: S. A. Minich, president; E. D. Beghly and Miss May Clarke, vice-presidents; Miss Lizzie Anderson, secretary; and G. B. Wallace, treasurer.

The State Teachers' Association met at Lakeside, Ohio, July 1st, 2nd, and 8th. Among the well-known educators, who took part, were Dr. E. T. Tappen, Hon. E. E. White, Dr. John Hancock, J. J. Burns, and B. A. Hinsdale.

ONTARIO.—The first Teachers' Institute ever held in this Province was opened at Richmond, July 8th. There were 50 teachers in attendance at the first session and the number soon reached 80. The programme of the institute consisted of half-hour lectures upon different subjects, alternating with half hour discussions of the same. Dr. Robins, of the McGill Normal School, gave a lecture each day upon child-nature and the methods of teaching the simple rules of arithmetic. The Rev. Elson I. Rexford gave a lecture each day upon the methods of teaching reading, and upon school organization. Mr. Mastin, of Coaticook, took up the subject of the teacher's preparation for daily work of the school-room. Mr. Parmlee, of St. Francis College, the subject of geography. Mr. Passmore, principal of St. Francis College, some difficulties in English parsing. Mr. Ewing of St. Francis Agricultural College, the subject of school discipline. Inspector Hubbard, the teaching of writing.

Another Institute was held at Dunham, July 15th, under the presidency of Mrs. Holden, of Dunham Ladies College, the same programme was carried out as at Richmond. In addition to the regular lectures, Mr. Wardrop, of Dunham Academy, gave two lectures on the teaching of writing. Mr. Gray, of Montreal, the drawing master of the college, gave three lectures upon color and drawing.

PENNSYLVANIA.—Supt. Hoffecker of Montgomery county, during June and July, has held forty-three public examinations; examined 357 applicants, and granted 290 certificates. These examinations were attended by 220 school directors, and by more than 1,200 people. Salaries have increased in about one-fifth of the districts. The average school term is now the longest ever attained in this county, and the average grade of professional certificates is higher than ever before.—Prof. O. R. Wilt, many years principal of the West Bethlehem schools, has been elected principal of Coplay schools. Mr. M. N. Huttel, of Stettlersville, a graduate of Kutztown, will succeed Mr. Wilt.—Prof. W. C. Schaeffer, A.M., has been elected president of Palatinate College, at Myerstown. Prof. S. is a good instructor, and well versed in pedagogics.—Prof. W. M. Reilly, Ph.D., has been elected principal of the Allentown Female College. He will commence operations on Sept. 1st.—Dickinson College has resolved to admit young women upon equal terms with the young men.—Mr. T. A. Snyder, of Lehigh, has been elected Supt. of Carbon county.—Prof. S. A. Baer, ex-Supt. of Reading, has had the title Ph.D. conferred upon him.—Dexter L. Rambo has arrived at his home at Trappe from Thomaston, Texas, where he has been teaching.—Prof. H. M. Houskeeper, of the South Bethlehem high school, has been appointed adjunct professor in Lehigh University.—Dr. A. N. Raub has resigned the principalship of the Lock Haven Normal School.—Prof. H. G. Hunter has been elected for the tenth year principal of the Birdsboro schools.

VIRGINIA.—The Institute at Wytheville was opened July 15th by R. R. Farr, the Superintendent of Public Instruction. Professors E. V. DeGraff, and W. B. McGilvray took charge, and all were much interested. Prof. Little, with his inimitable black-board drawings, added no little to the success of the opening exercises. The Virginia Normal and Collegiate Institute at Petersburg opened July 15. Prof. James Storum, principal of the Institute, was present with a full corps of instructors. On July 31st, Hon. J. L. M. Curry delivered to the teachers a most practical and effective address. The Harrisburg Institute opened July 22d, with an enrollment of 300 teachers. Professors M. A. Newell, of Maryland, and J. G. Swartz, of Lexington, took charge, assisted by Mrs. Murrell and Miss McGee. A public reception was given in the court-house building, addressed by Judge John Paul, Prof. M. A. Newell, and the Superintendent of Public Instruction.

The success of these institutes has depended largely upon the efforts of Superintendents Major W. G. Repass, of Wythe, and Rev. A. P. Funkhouser, of Rockingham, who had charge of the local arrangements. I have been taking your JOURNAL since October, and must say that I have derived more good from it than from any other school paper I ever read, and I have access to most of the educational papers published in the United States. I favor the idea of issuing the INSTITUTE in magazine form, and hope it will be ever what it has been, a great power in moulding the teachers of our schools. F. A. S.

EDUCATIONAL MISCELLANY.

SUGGESTIONS.

Prof. Max Muller is busy on a volume of biographical essays.

It is announced that the vacant clerkship to the Llanfairpwllgwyngyll School Board is filled up.

Prof. Huxley declares that in his voyage around the world, and in all his studies of savage life he found no people so miserable and degraded as the very poor of London.

The late Matthew Vassar did not, as the Hartford *Courant* claims, found the first female college in America. Georgia comes forward with the claim of the Wesleyan Female College, created by that State in 1838, and two years ago remodelled and liberally endowed by Mr. George I. Seney.

Mr. F. Marion Crawford, the novelist, is as fastidious as to his dinners and wines as he is in the manner of writing his name. He will soon come into possession of many of Sam Ward's papers, trinkets, and souvenirs, including the famous scrap-book of *menus* of all countries.

INSTITUTE TEACHERS.—The questions that should influence the appointing power in selecting any person for the Institute work, should be these, and these only:

1. Has the person had successful experience in the school-room as a teacher?
2. Is he a close student in educational matters?
3. Is he a thorough instructor?
4. Does he know the condition and wants of the common schools?
5. Does he possess the peculiar personal qualities essential in a successful Institute instructor?
6. Is he fully up to the times in educational work?

Unless all these questions can be answered in the affirmative, he should not be regarded as a fit person for the work.

UNDER THE NEW LAW FOR NEW YORK. (1.) The census of children in the school district is to be taken on the 30th of June.

2. The annual school meeting of each district must be held on the last Tuesday of August, at 7 o'clock in the evening.

3. The trustees' annual report to the commissioners must be made out and deposited with the town clerk between the last Tuesday of August and the first Tuesday of September. The report is to be dated the day the school year ends.

4. The annual school meeting of union free schools is to be held on the first Tuesday in September.

5. Boards of education of union free schools must make out their annual report to the commissioners between the 15th and the 31st of August, and deposit it with the town clerk.

6. The election of members of boards of education must be held on the Wednesday next following the last Tuesday in August.

A WILD BOY.—In a pamphlet giving reminiscences of Dr. Benjamin Abbot, which has been compiled by Professor Waterhouse, the following interesting anecdote is related: "Lewis Cass," said Dr. Abbot, "was a very wild boy. One day his father, Major Cass, came to me and asked me if I would take his son.

"Certainly, but why do you ask?"

"Oh! the youngster is headstrong and hard to manage. I am an officer, and can govern soldiers, but that boy is too much for me."

"What does he do?"

"Plays truant, runs away from his work, steals off without my permission to go a gunning, fishing and swimming, and is full of all kinds of pranks."

"Well, send him to me, and I'll see what I can do with him."

"The boy was placed under my charge. Several months later I met his father, and asked him how his son was getting along. 'Well, sir,' said he, 'if Lewis was half as afraid of the Almighty as he is of you, I should never have any more trouble with him.'"

In relating this incident Dr. Abbott fairly shook with the laughter which the recollection of Major Cass's answer excited.

FOR THE SCHOLARS.

TO THE LITTLE ONES.

FOR RECITATION.

A little thrush sat on a tree,
And mourned that her song had no worth,
Since others sang sweeter than she,
To cheer and brighten the earth.

Little thrush, I know of a heart
That with care was weary and sad,
But grew, by your musical art,
Once more to be hopeful and glad.

A daisy drooped low her fair head,
For her neighbors were grander by far,
"Why should I live?" the daisy said,
"While thousands much lovelier are."

Oh! daisy, no tulip can bring
To my heart such memories sweet,
As thou, little blossom of spring,
Astray from thy shady retreat.

The moral, my darlings, you see
Is plainly intended for you:—
A blessing from God you may be
If your lives are worthy and true.

—IDA A. AHLBORN.

A BIOGRAPHICAL EXERCISE.

AARON BURR.

1st pupil.—Early in the present century, there might occasionally have been seen in the streets of New York a spare, dignified, and sad old man. He had many talents, but few friends. He had fought several duels, ruined many persons, planned a first-class rebellion, and been Vice-president and Senator of the United States. His name is familiar to you all. The next pupil will tell you who he was.

2d pupil.—This man was Aaron Burr. He was the son of a college president, and the grandson of Jonathan Edwards. He had plenty of money, an honorable name, and, when only 16 years old, graduated from Princeton college, and at once entered the army.

3d pupil.—When Benedict Arnold led our army against Canada, Aaron Burr went with him and proved himself a brave soldier. At the battle of Quebec he showed no fear of musket or cannon. When he returned he was made major, and invited by Washington to become a member of his family. But Washington soon found that his private character was bad, and asked him to leave his quarters.

4th pupil.—Even the great Washington had enemies. In his own army there was a party of influential generals not at all friendly to him. When Aaron Burr left Washington he joined these men. For this he had no good reason, excepting that his heart was evil, and he delighted to do wicked things. Although Washington knew this, he placed him in several important positions, one of which was at West Point.

5th pupil.—Before the war ceased, Burr became dissatisfied. Of real love for his country, like Washington, he had none, so he resigned, and turned his mind toward making money. He became a lawyer, and married a woman he did not love. Her name was Mrs. Prevost, the widow of a British officer. She was rich. Burr was poor. Can you guess why he wanted to marry her?

6th pupil.—He soon became a politician, not because he loved his country, but because he wanted power and praise. He first went to the New York Legislature, and then, to the United States Senate. Afterwards, he wanted to go France as our representative, but Washington knew his character, and refused to appoint him. This was after the war of Independence had closed.

7th pupil.—In the year 1800 there was talk of nominating for President, Thomas Jefferson, a man who differed from Washington in political matters. Aaron Burr favored this, and helped it along with many smooth speeches and sly plans. Jefferson was nominated, and his friends repaid Aaron Burr by nominating him for Vice-president.

8th pupil.—When the votes were counted, it was found that Aaron Burr had just as many as Thomas Jefferson, and the House of representatives had to decide which should be President.

9th pupil.—Then Aaron Burr began to turn against Jefferson, whom he had worked so hard for, and united with his enemies, and with the enemies of his own party, in order to induce them to vote for him. But he did not succeed, for Thomas Jefferson was made President, and Aaron Burr left with the Vice-presidency.

10th pupil.—Four years afterward he ran for Governor of New York, but the people remembered his dishonorable actions, and many of his own party refused to vote for him—so he was not elected.

11th pupil.—One of the men who said a great deal against him, both when he was running for President and for Governor, was Alexander Hamilton. Burr was very angry about it, and challenged Hamilton to fight a duel with him. Hamilton knew it was wrong to accept such a challenge, but the people thought a man was a coward if he refused to fight, and so Hamilton agreed to meet him.

12th pupil.—Early in the morning of July 11, 1804, both men with their seconds went up to a small plateau at Weehawken, opposite New York. Hamilton discharged his pistol without taking aim. Burr took deliberate aim, and fired a fatal shot. Hamilton died.

13th pupil.—Burr was arrested in New Jersey for murder, but was not condemned. He was only punished by being deprived of holding office. His term as Vice-president having expired, he went to the Southwest, purchased 400,000 acres of land on the Red river, drew around him a party of followers, and began planning an empire for himself.

14th pupil.—Rumors of what he was doing reached the Government, and he was arrested and tried for treason. But no proof of his plans could be found, and he was set free.

15th pupil.—There is one sad part to this story of Burr's conspiracy. Herman Blennerhassett, a young Englishman, had come to this country with a large fortune, purchased an island in the Ohio river, and built a beautiful mansion upon it. He became well known throughout the country for his wealth and culture. Burr saw that this man's money would be of use to him, so he visited him, and, with his pleasant manner and artful talk, interested Mr. Blennerhassett in his plan for setting up an empire in the Southwest.

16th pupil.—He promised Mr. Blennerhassett a high position if he would help with his money to carry out the plan. Mr. Blennerhassett did so. He bought boats and provisions, arms and ammunition, but before they had proceeded very far both were arrested. Mr. Blennerhassett was acquitted when Mr. Burr was, but his fortune was gone, and his beautiful island had been sold to pay his debts. He tried in vain to get his fortune back—tried in various ways to make more money, but failed, and finally went back to Europe, and was supported by a sister until he died.

17th pupil.—Burr went to Europe after his trial, and tried to carry out his plan of setting up his empire, but he did not succeed. In a few years he returned to New York, and went to practicing law again, but he did not do well. In his 78th year he married another wealthy widow, Mrs. Jumel.* But this was not a happy marriage, and they were soon divorced. Three years afterward he died despised and neglected.

DECLAMATION.

With one Aaron Burr has this nation been cursed. May it never be cursed with a second. It is not that the life of Aaron Burr was itself a wreck, that awakens the deepest pity and indignation, it is that in his downfall he bore to destruction, like the giant tree in the forest, the other lives that grew up around him. He shot his rival, Alexander Hamilton—one of the greatest minds of our early political period. He ruined his trusting friend, Blennerhassett. He skulked to Europe, fleeing from creditors. His private life was full of shame and wickedness. He was himself not only a ruined castle, but a castle in which other lives wandered, never to come forth from its dark and horrid dungeons. Draw near all ye who would see remorse. Put by the silken curtains of his comforts. Let there pass before his eye a procession of his victims with their ghostly robes all dabbled in blood. Let each pause for a moment, and, pointing his finger upon the dying man, say, "Thou art my destroyer."

*The Jumel mansion is still standing at Washington Heights, New York City.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

AMONG mortals, second thoughts are wisest.

—EURIPIDES.

They never taste who always drink;
They always talk who never think.

—MATTHEW PRIOR.

JUST at the age 'twixt boy and youth,
When thought is speech, and speech is truth,

—SCOTT.

Study yourselves; and, most of all note well
Wherein kind nature meant you to excel.

—LONGFELLOW.

Sum up at night what thou hast done by day,
And in the morning what thou hast to do.
Dress and undress thy soul.

—GEORGE HERBERT.

TRUE enlightenment is that which teaches man that he is a law to himself.

True culture is that which accustoms him to obey this law without regard to reward and punishment.

—FRIEDRICH JACOBI.

NOTEWORTHY EVENTS AND FACTS.

FOREIGN.

War between France and China began Aug. 23, with bombardment of Foo Chow by the French.

English officers have started with plans for the Khartoum expedition. The Nile route has been selected and re-enforcements for the army will embark this week.

The Cholera is decreasing in Toulon and Marseilles. Cases of it are reported in Ireland, Switzerland and Italy.

The World's Convention of the Young Men's Christian Association met at Berlin, Aug. 23.

A revolt against Turkey is reported from America.

Cuban revolutionists are at Key West planning a rebellion.

Parliament was prorogued with the usual ceremonies.

According to the provisional treaty entered into between Mexico and England, Mexico concedes to England the "most favored nation" treatment for five years, beginning in January 1885.

A great reform demonstration took place at Aberdeen, Scotland, on Saturday, of last week.

The Gordon relief expedition has been forbidden to attack El Mahdi. Another letter has been received from Gen. Gordon, dated July 20, showing that he is still safe.

Thursdays storms swept over the north of England and Scotland, August 12th of almost unexampled severity. Edinburgh, in Leith, and other cities were partially demolished by the lightning. Dundee was enveloped in dense darkness for an hour.

DOMESTIC.

Governor Cleveland and Gen. Butler have issued their letters of acceptance.

The American Bar Association met at Saratoga, Aug. 20.

The New York Extra, a new daily paper has been started in New York.

Pittsburgh was visited by a heavy thunder-storm on Saturday evening of last week. In certain localities the streets were covered with water to the depth of from two to four feet.

Monday of last week was the hottest day of the season at New York. At the signal station the thermometer stood at 93 deg. in the shade at 3 P. M. In other parts of the city it ranged between 90 and 98 degs.

Ex-United States Senator Joe Pool, of North Carolina, died suddenly at Washington.

The entire business portion of the city of Anoka, Minn., was destroyed by fire early Saturday morning.

Six hundred thousand dollars in gold reached New York Saturday from Europe.

The remains of Lieutenant Kinsbury, of the Greeley expedition, were disinterred Thursday at Rochester by friends and physicians, and it was found that the body had been mutilated.

The spring wheat crop in Ontario will exceed last year's yield 10,500,000 bushels. Corn in the Province is not promising and hay will be 1,000,000 tons less than in 1883.

The Arctic explorations have cost the lives of 180 men since 1845.

The population of the United States is now over 57,000,000.

London covers an area of 122 square miles.

Cholera does not seize its victims by hazard. It has been ascertained that of every one hundred who die of this disease, ninety were in the habit of drinking alcoholics.

Bicycles are used instead of horses by orderlies in the Italian army, and in many parts of Europe the wheel is used by mail carriers, telegraph messengers and many other persons.

INTERESTING FACTS.

THIS is one of the months in which shooting stars may be seen. In August and November the earth crosses the track of myriads of meteors which become visible while passing through the earth's atmosphere.

FRANCIS BARTON KEY, the author of the "Star Spangled Banner," is to have a monument in one of the public squares of Baltimore.

It has been found that Bartholdi has made an ideal portrait of his mother in the figure of Liberty.

THE average working life of a locomotive is thirty years, and it is good for about 700,000 miles of travel.

FISH, in Fourth Lake, Wis., Madison, are dying at the rate of scores of tons daily. Great quantities are being washed to the shore, and the authorities have employed a large gang of laborers to cart the fish outside the city limits and bury them in the sandbanks. Although tons are removed daily the quantity does not seem to be lessened. Fish experts are unable to assign any cause for the wholesale mortality.

HORSFORD'S ACID PHOSPHATE.

UNANIMOUS APPROVAL OF MEDICAL STAFF.

Dr. T. G. Comstock, physician at Good Samaritan Hospital, St. Louis, Mo., says: "For years we have used it in this hospital, in dyspepsia, and nervous diseases, and as a drink during the decline and in the convalescence of lingering fevers. It has the unanimous approval of our medical staff."

BOOK DEPARTMENT.

NEW BOOKS.

A HISTORY OF THE UNITED STATES OF AMERICA: Preceded by a Narrative of the Discovery and Settlement of North America, and of the Events which Led to the Independence of the Thirteen English Colonies: For the Use of Schools and Academies. By Horace E. Scudder. With Maps and Illustrations. Philadelphia: J. H. Butler.

The most desirable qualities in a text-book history of the United States—or, for that matter, in any history—are clearness, reasonableness, and attractiveness. The author in this book has used terms which have only one meaning, avoided involved sentences, and stated facts with precision. It is impossible in such a book to introduce no words which have not before come into the reading of an ordinary pupil; but tables of definition and pronunciation, at the head of each chapter, provide for the understanding of all novel words in the chapter. The maps, in like manner, are free from confusing detail; and while they accompany and explain the text, they form a basis for that geographic treatment of history which is essential to a clear understanding of the physical conditions of human society. He has avoided the error which makes history only a succession of unrelated facts—made a book which young readers will delight to take up. This book contains 482 pages, with an appendix of xiii pages. It has frequent topical analyses for review; the Constitution of the United States; Questions for Examination; and a General Index. It is prefaced by a full Table of Contents, and embellished by 12 colored and 38 uncolored maps, and three seals in colors from official authorities, and a List of the Presidents in the order of their administrations. It contains nearly 90 illustrations, and has brought to its aid in execution the work of 24 artists and 20 engravers. The illustrations are excellent. In this day of perfection in book-making, this is an important point. Pupils learn by pictures, and book-makers are not slow in realizing and providing for this fact. The portraits, 50 in number, constitute a very valuable and attractive part of the book. Its Hints to Teachers are full of suggestiveness. Each chapter is introduced by the correct pronunciation and definition of all the important words used in the lesson. The style is connected, calm, graphic, and suggestive. We fail to find anything of that proverbial dryness which a few years ago seemed so necessary to a historical work. It is no small work for an author to write a comprehensive history and still preserve anything like an attractive method of expression. Mr. Scudder has succeeded just where thousands have failed. Teachers will like the book for its comprehensiveness, accuracy, attractiveness, maps, and beauty of paper and engravings. The publishers have done their work as well as the author, and, altogether, the schools are to be congratulated in having within their reach another book which they can adopt with both pleasure and profit to themselves and their pupils.

A PRACTICAL METHOD FOR LEARNING SPANISH in Accordance with Ybarra's System of Teaching the Modern Languages. By General Alejandro Ybarra. Boston: Ginn, Heath & Co. \$1.50.

"A child," General Ybarra says, "learns first to speak and understand what is said to him, and then goes to school to learn the reason and the rules of all that he already knows how to say." This book comprises fifty lessons, each of which is divided into three parts: the first, to be thoroughly committed to memory, gives words, phrases, and idiomatic constructions in everyday use, and exercises in the conjugation of verbs, which are intended as the basis of the reading exercises and the practical conversation that respectively make up the other two parts.

The present volume will enable the student who follows it to learn afterwards, without the aid of a teacher, the Spanish grammar written in that language. By its help the student may pursue his labors unaided. To travellers as well as schools, it will be a great assistance. We commend the book to the careful examination of any who desire to learn to read the beautiful literature of the Castilian tongue.

LITTLE ARTHUR'S HISTORY OF ENGLAND. Lady Callcott. New York: T. Y. Crowell & Co.

There are so many delightful things about this book that it is a task to enumerate them. Its animating spirit and purpose are finely expressed in the author's address to mothers, in which is shown that true love of children and just appreciation of their needs, so necessary to the writing of history intended for their eyes.

The arrangement of the chapters is good and the

form of narration is at once exceedingly simple and thoroughly interesting. The author's aim has been to write it nearly as she would tell it to an intelligent child, and the easy, conversational style renders it fascinating to readers of any age, and it must be especially so to the young.

The opening chapter—or "talk," as it might fitly be termed—begins with the ancient Britons, and describes their houses, food, and clothing; the last chapter, the sixtieth, ends with a sympathetic reference to the last serious illness of the Prince of Wales. The chapters are so short and so well divided that even very young children would not find them fatiguing.

The illustrations are numerous, and are just at the interesting points; a number of them are taken from old pictures of the times, and many of them are very spirited, and add great force to the text. The typography is excellent, and the binding and general appearance remarkably tasteful, and highly creditable to the publishers. Taken all together, it will deservedly hold a prominent place among the numerous histories for young people.

A FIRST BOOK IN GEOLOGY, Designated for the Use of Beginners. By N. S. Shaler, S. D., Professor of Palaeontology, in Harvard University. Boston: Ginn, Heath & Co. \$1.00.

This book is intended to give the beginner in the study of geology some general ideas concerning the forces that have shaped the earth. The author has skillfully selected the more important facts that constitute the store of the geologist. It gives the learner an idea of the world as a great workshop, where "geological forces are constantly working towards definite ends." The constant aim is to lead the learner to use his eyes, hands, and mind.

There is little lecturing and considerable teaching. It is written evidently with the distinct understanding that the learner's self activities are to be called into lively exercise. The author realizes the fundamental principles of real education. We would suggest that in future editions the "Questions" might be omitted, and a thorough "Outline" substituted. The time is rather "far spent" for stereotype questions to be used by either students or teachers.

We wish to commend especially the interesting style of the author. Many of its chapters are as fascinating as fairy tales.

THE DEMOCRATIC PARTY. J. Harris Patton, M.A. New York: Fords, Howard & Hulbert.

There are many commendable features in this book. It is, in reality, a "history" of the party of which the writer is not a member; more than this, he is evidently a bitter opponent. But although a dyed-in-the-wool Republican, this does not lead him into any misstatement of facts which will be gratifying to the impartial reader, but superadded to these facts, is his own construction of them, which is partisan in the extreme, and will, of course, greatly please readers belonging to his own party, and equally offend those of whom he writes.

A reader certainly has no ground for complaint that a book of this nature, issued at just this time, should evince a strong partisan bias. All a reader can reasonably demand is, that the facts should not be garbled; this being granted, the writer is fairly at liberty to draw any inferences he chooses—no matter how unwarrantable they may seem—and to use his utmost argument to secure the reader's concurrence.

Doubtless the present book will influence effectively those whose leaning is already away from the Democratic party, but it will hardly move those inclined toward that organization, for party lines are not so much drawn at disputed facts in history; they rather mark a difference of opinion regarding the significance of these facts. But for all who are anxious to hear both sides Mr. Patton's book will be indispensable.

A SHORT COURSE IN CHEMISTRY, for the use of Academies and High Schools. By E. J. Houston, A. M. Philadelphia: Eldredge & Bro. \$1.00. Examination 60 cents.

The author has presented, in strict logical sequence, such of the almost innumerable facts of chemistry as should properly be found in an elementary work on this science. Although the work is intended simply to acquaint the students with the general facts of chemistry, yet the bearings of the general theories of the science on these facts are fully given. The general principles of chemical theory precede descriptive chemistry, while ample illustrations are given of the theories advanced. The importance of the quantitative of the elements is impressed on the students by the frequent introduction of graphic formulae. The classification of

organic compounds according to peculiarities in the linkage of the carbon nuclei, greatly simplifies this difficult branch of the science. The introduction of tabular reviews at the end of each chapter is to be greatly commended. They constitute an excellence which we desire especially to commend, being both thorough and comprehensive.

THE FALLACIES IN PROGRESS AND POVERTY, with the Ethics of Protection and Free Trade, and the Industrial Problem. By William Hanson. New York: Fowler & Wells Co. \$1.00.

This is a bold attack by a clear-headed observer and writer on leading points and arguments made by Mr. George, in "Progress and Poverty and Social Problems." He analyzes Mr. George's theory of Interest, and "Law of Rent," and also his remedy for landlordism, and points out their unsoundness and injustice. "The Ethics of Protection and Free Trade" constitutes one essay, in which the principles of the two great parties that stand arrayed against each other on the Tariff question, are reviewed in the light of political responsibility, and what constitutes true national progress. The final essay, "The Industrial Problem Considered *A Priori*," looks into the merits of the subject, that has been considered in the preceding essays: The work is written for the people, from the point of view of a practical man and Christian philosopher.

AMATEUR PHOTOGRAPHY: A practical instructor. P. J. Tapely. New York: S. W. Green's Son. \$1.00.

The author gives in this little volume full and practical instructions in the art of amateur photography. The author is a successful worker, and, as he is self-taught, he knows just what obstacles are in the path of every beginner. To those who are seeking information about outfits, the chapters on "Apparatus" and "Home-made Apparatus" are worth the price of the book. The work is fully illustrated.

CATALOGUES AND PAMPHLETS RECEIVED.

Twelfth Annual Report of the President of the Normal College of the City of New York, containing a catalogue of the Students, together with the class standing of each student.

Catalogue of the Graduates of the State Normal School for thirty-eight years: Albany, N. Y.

Illiteracy and National Aid to Education. By Hon. E. A. Apgar, State Supt. of Pub. Inst., N. J.

Report of the Committee on Industrial Education 1. Report of the Director of the Am. School of Classical Studies at Athens; 2. Illiteracy in the United States; 3. National Aid to Education; 4. Teaching, Practice and Literature of Shorthand.

Brainard's Musical World, Cleveland, O.

The Annals of the Am. Inst. of Instruction. Being a Record of its Doings for 54 years, from 1830 to 1883: By Charles Northend. New Britain, Conn.

How to Apply for a Position, and How to Learn of Vacancies. Chicago, 38 Madison st.

The Second and Third Annual Reports of the Workingwoman's School, 109 West 54 street, New York.

Statutes relating to the General School Laws of the State of New York, from 1879 to 1883: Albany.

Instruction of Common School Teachers in Academies and Union Schools, under the Regents of the University of the State of N. Y.

Calendar of Kalamazoo College, Mich.

Forty-Seventh Annual Report of the Supt. of Public Instruction, of the State of Michigan, for the year, 1883. Lansing, Mich.

LITERARY NOTES.

The October *Manhattan* promises a paper on "The Miller Manual Labor School," by Arthur Gilman.

The progress which the Rev. Samuel Longfellow is making with the biography of his brother, the poet, is described as steady though slow. The work cannot possibly appear before the spring of the coming year. Careful use is being made of minute diaries kept by Longfellow during many years.

Give Them a Chance.

If the thousands and tens of thousands of weak and weary sufferers throughout the land, who, in spite of care and skill, are steadily drifting downwards, could have the benefit of that singularly Vitalizing Treatment now so wisely dispensed by Dr. Starkey & Felen, of 1108 Girard St., Philadelphia, the help, and ease, and comfort, it would bring to wasting bodies and depressed spirits would be blessings beyond price. If, reader, you have an invalid wife, or mother, or daughter, or sister, or any one who is under your care or dependent upon you, and to whom life has become a burden through weakness and pain, consider seriously whether you are not bound, in both love and duty, to give this sufferer a chance of recovery or, at least, the blessing of ease from pain. You are offered the simplest means of information in regard to this new Treatment. If you can examine testimony without prejudice, and can weigh evidence with judgment and discrimination, write to Dr. Starkey & Felen for such proofs in documents and reports of cases as will enable you to fairly examine and decide for yourself. They will be promptly supplied.